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ABSTRACT

The workshop concentrated on the training of teacher-trainer teams in the areas of individualized reading and mathematics and the characteristics of disadvantaged adult learners. Each participant had an individual learning prescription for the three weeks based on his formal preparation, work experience, job responsibilities, own feelings of competence, and achievement on the pretest. Methods of instruction were lecture, small groups, programmed instruction, other individual work, demonstration, and practicum experiences. A reading placement inventory was presented which enabled Adult Basic Education (ABE) teachers to quickly determine the reading level of a beginning ABE student. Through followup activities and on-site visitats by the workshop staff, quantitative and qualitative information was gathered on the impact of the workshop on teacher training in Regions 4 and 6. Data collected on local workshop participant characteristics illustrated that more than half of the ABE teachers had no course work in reading or mathematics and had never attended an ABE institute or taken a course in ABE prior to the local workshop. (The participant pretest, workshop evaluation, and data on workshop participants are included.) (Author/AG)

ED1011172

MOREHEAD ABE
TEACHER-TRAINER WORKSHOP

July 19 - August 6, 1971

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FINAL REPORT

May 31, 1972

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APPALACHIAN ADULT EDUCATION CENTER
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APPALACHIAN ADULT EDUCATION CENTER

The Appalachian Adult Education Center was established as a "Demonstration, Developmental, and Research Project for Programs, Materials, Facilities, and Educational Technology for Undereducated Adults" on June 19, 1967, under the provision of Section 309 (b) of the Adult Education Act of 1966, Public Law 91-230, as amended.

The Center's primary role is to produce significant improvement in the quality of adult basic education through the nation as a result of program activities focused upon the Appalachian region which encompasses all or part of thirteen (13) states from New York to Mississippi. By establishing an interrelationship between the Appalachian states, the AAEC has become a catalytic agency in the identification and solution of select rural adult basic education problems.

ABE Teacher-Training is one of the four major functions of the AAEC, which also include research, demonstration, and change agent functions.

The program is funded through the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare.

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Morehead Adult Basic Education
Teacher-Trainer Reading Workshop
July 19 - August 6, 1971

FINAL REPORT
May 31, 1972

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APPALACHIAN ADULT EDUCATION CENTER
MOREHEAD STATE UNIVERSITY

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SUMMARY

The Morehead ABE Teacher-Trainer Workshop conducted July 19-August 6, 1971, on the campus of Morehead State University, Morehead, Kentucky, under the direction of the Appalachian Adult Education Center concentrated on the training of teacher-trainer teams in the areas of individualized reading and mathematics and the characteristics of disadvantaged adult learners. The participants were trained by expert resource people through lecture, small groups, programmed instruction, other individual work, demonstration, and practicum experiences. Prior to the beginning of the workshop, each State Department of Adult Education submitted a design for conducting local teacher-training workshops using workshop participants. During the third week of the workshop, the teacher-trainer teams met with their state directors of adult education and finalized their plans for conducting local workshops.

Each participant had an individual learning prescription for the three weeks based on his formal preparation, work experience, job responsibilities, own feelings of competence, and achievement on the pretest. The participants met each day by state with their counselors or amigos, who were the professional staff of the AAEC.

A highlight of the workshop was the informal reading placement inventory presented by Robert Geeslin. The placement inventory enables the ABE teacher to quickly determine the reading level of a beginning ABE student, often averting a possible drop-out. This particular phase of the workshop generated a practical instrument that ABE teachers recognized as a tremendously useful approach to placing their students in instructional materials.

Through follow-up activities and on-site visitations by the workshop staff, quantitative and qualitative information was gathered to determine the impact of the Morehead workshop upon teacher training in the thirteen states in DHEW Regions IV and VI. It was found that as of May 30, 1972, 47 Morehead teacher-trainers conducted 52 local workshops in reading, mathematics, individualized prescribed instruction (IPI), and ABE, accumulating almost 427 hours of instruction while training 2,489 local ABE teachers. In addition, 14 teacher-trainers are scheduled to conduct at least five (5) additional local workshops with an expected additional 106 hours of instruction and 680 local teachers trained for a projected grand total of almost 60 Morehead teachers conducting 57 local workshops, 532.5 instructional hours, with 3,169 ABE teachers trained through the activities of the AAEC teacher trainers. The reading and mathematics training syllabi and other materials developed by the AAEC were requested by many adult education leaders outside the Appalachian

region and were used by several programs within the Appalachian region who were not represented at the workshop.

Data collected on the local workshop participants trained by the teacher trainers illustrated one important facet of teacher training: Prior to attending the local workshop, 65.1 percent of the ABE teachers indicated they had no course work in reading; more than 56.3 percent had never attended an ABE institute or taken a course in adult basic education; and 69.1 percent had never had course work in mathematics. This very vividly points out the continuous need for teacher training in adult basic education in rural America.

Another component of follow-up information gained from the participants included the seminar conducted by the Southern Regional Education Board ABE Project in which twenty-five (25) of the Morehead participants listed the Morehead workshop highlights as follows:

1. Individualized Skills Kit--Introduction and Preparation
2. Fine Staff
3. ABE student characteristics discussion
4. Participants (themselves)
5. IPI system
6. Depth and quality of the math developed for adults
7. Amount and selection of materials
8. Follow-up
9. Amigo sessions
10. Integration of participants
11. Social functions and recreation
12. Pre- and post-tests
13. Practicum--working with ABE students
14. Work recognition and handwriting
15. Intensity of the workshop (although "dreadful at that time")
16. Planning
17. Working with diagnostic equipment for hearing and vision
18. Geeslin's session on emotions and literacy
19. John Martinez' sessions on ABE skills as barriers to in-service training

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CHAPTER I

Introduction

The Morehead Adult Basic Education Teacher-Trainer Workshop conducted July 19 through August 6, 1971, by the Appalachian Adult Education Center on the campus of Morehead State University, Morehead, Kentucky, concentrated on individualized diagnosis, prescription, and evaluation in ABE reading and mathematics for rural adults.

The primary purpose of this reading and mathematics workshop was to train teacher-trainer teams who would return to their respective states and train their fellow teachers of adults in the area that they had been trained. As C. J. Bailey, Training Specialist of AAEC at Morehead, has stated, "The success and effectiveness of adult basic education programs depend, to a considerable degree, upon the skill, competence, and ability of ABE teachers to effectively help their adult students achieve the educational, social, and prevocational goals of the program." This workshop attempted to improve each of these three skills in the three-week program with a special emphasis on the educational goal.

Objective

The general objective of this project was to improve the skills of the participants in the areas of ABE reading and mathematics. To achieve this objective, each participant was trained as a teacher-trainer in individually prescribed instruction in ABE reading and math. Methods for meeting the needs of undereducated adults who are geographically isolated in rural areas were developed as the participants from each state worked with a design provided by their state director of adult education which outlined their 1971-72 teacher-training responsibilities. The original decision to emphasize individualized reading and math was influenced by the advice of nine (9) Appalachian state directors of adult education.

Methods and Content

The participants were trained by specialists in reading, mathematics, and adult education through programmed texts, lectures, small groups, and practicums. Two levels of practicums were developed. Practicum I enabled participants to work with ABE students using methods for individualization presented at the workshop. Practicum II provided each participant with experience in teacher training through his help and supervision of a fellow participant in the latter's work with ABE students.

Each participant-teacher was helped through his own staff-designed individual learning prescription of study. The principles of individualized diagnosis, prescription, and evaluation of progress of rural undereducated adults in communication and computational skills were demonstrated with much "hands on" experience which provided for application of new knowledge. The philosophy behind this workshop design was that the participants should be taught as it was hoped they would teach their ABE students and other ABE teachers.

The trainees were put through an intensive three days in programmed workbooks devoted to the fundamentals of individualized instruction. They then developed Individualized Skills Kits (ISK) in both reading and mathematics. (See Appendix A - Materials in Reading and Math.) These kits consisted of published and newly available materials which were ripped up and put into folders divided by levels of skills areas. After the development of the ISKs, the participants took part in Practicum I in reading and/or math, in which they taught ABE students of the Adult Learning Center of the Appalachian Adult Education Center, Morehead State University. The ABE students were hired for this workshop to prevent undue expectations and to avoid using them as guinea pigs without their consent. Practicum II in reading and math provided the participants with an opportunity to practice teacher training. The two practicums were a vital part of the workshop.

Among other practicum experiences, the participants received training in screening students' ears and eyes with the audiometer and Keystone Telebinocular.

Strategies of the workshop included: (1) the involvement, at the end of the first week, of an outside professional trouble shooter who gave the participants an opportunity to express any reservations which they had concerning workshop activities so that the staff could make adjustments; (2) daily meetings with assigned Amigos (the professional staff of the Appalachian Adult Education Center) who helped to alleviate any problems and finalize state training designs; and (3) the individualized learning prescription which was given to each participant at the start of the workshop based upon information taken from his application form about his formal preparation, experience, job responsibilities, and his own feelings of competence in the workshop areas, and modified with him by the results of his pretest. After the first week, the participants were given the opportunity to change their prescriptions (as they felt needful) with the aid of their Amigos. (See sample prescription in Appendix B.)

CHAPTER II

Program

The three-week training period was intensive. The resources of the Appalachian Adult Education Center professional staff, facilities, professional adult educational libraries, and materials were important to the conduct of the workshop.

Complementing the primary objective of the workshop, the findings of the Appalachian Adult Education Center accumulated in its four years of ABE research, demonstration, and teacher training were emphasized in major sessions of the workshop and in small group sessions. The interpretation of good practice and problem solving in rural ABE gleaned from the Center's activities and experience added significantly to the secondary objectives of the workshop.

Participants attended small group sessions in accordance with their individualized prescribed workshop schedules relating to their needs. The three-week training period was composed of the following experiences. (See Appendix B for the complete program.)

INDIVIDUALIZED INSTRUCTION

Large Group Meetings

*What is individualized instruction for adults all about?
*Introduction to individually prescribed instruction
*Operating individually prescribed instruction
*Prescribing individually prescribed instruction
*Establishing an individually prescribed instruction system

Small Group Meetings

Writing behavioral objectives
Alternative strategies in individualized instruction
Contingency management
VEM-SET in individualized instruction
Special problems

INDIVIDUALIZED INSTRUCTION IN MATH

Large Group Meetings

*Overview and diagnosis of workshop participants' own math skills
*Math overview

Small Group Meetings

Number numeration
Math operations
Measurements and geometry
Applications
Selecting and ordering math objectives
Selection of experiences
Developing the math curriculum
Diagnosis and evaluation
ABE student study skill packet
Applying and developing a dynamic individualized instruction format
Special problems
Individually prescribed instruction (IPI) to develop workshop participants' own math competencies
Math practicum I

*For everyone

INDIVIDUALIZED INSTRUCTION IN READING

Large Group Meetings

*Reading overview
*Placement inventory overview
Use of ABE materials

Small Group Meetings

Word Attack I
Word Attack II
Comprehension I
Comprehension II
*Placement inventory, construction of
*Placement inventory, use of
Evaluation of ABE materials
Auditory screening
Visual screening
Reading practicum I

ADULT BASIC EDUCATION

Large Group Meetings

*The findings of the Appalachian Adult Education Center
*How adults learn

Small Group Meetings

Characteristics of rural adult students
Awareness of human needs
Interviewing and counseling adults
Inner-city ABE
ESL (English as a second language)
GED (high school equivalency)
Client representation
Climate for learning
Evaluation and follow-up
Special problems
Recruitment
Learning labs

*For everyone

TRAINING OF TEACHERS

Small Group Meetings

Emotions and literacy skills as barriers to inservice training
The characteristics of ABE teachers
Inservice training for ABE teachers
Practicums in reading and in math

As can be seen above, the format of the workshop was diagnosis, flexible grouping by need area reinforced by individual programmed instruction, large group meetings, and counseling by the Amigos. Also, the library, reading, laboratory, and recreational facilities of Morehead State University were made available.

State Designs

In conjunction with and with the approval of the thirteen state directors of adult education and with the guidance of the professional staff of the AAEC, the participants developed tentative content and methods for state training designs. The respective state directors gave their final approval or suggested changes during one or two-day visits in the last week of the workshop. (See a sample letter to a state director, state designs, and a letter to a participant from a state director in Appendix C.)

Participants received a stipend of $75 each week and a $15 allowance per week for each dependent. Travel expenses were provided. The participants were granted three hours of academic credit at Morehead State University through the Department of Adult and Continuing

Education upon completion of the workshop requirements. Individual evaluation was based upon contingency contracts, ISKs, assessments (pre- and post-tests), and practicum critiques.

CHAPTER III

Pre- and Post-test Results for Morehead Participants

For purposes of evaluating the program and measuring the retention by workshop participants of skills in workshop activities, pretests, three-week post-tests, and six-month post-tests were administered. (An example of this test is included in Appendix D.)

The total pretest scores in the areas of individually prescribed instruction, reading, math, and ABE show an average score of 67.3 percent based on 100 percent.

At the conclusion of the workshop, after the participants had been given instruction in the techniques and skills in the areas covered in the workshop and a chance to apply their knowledge through a practicum, they were given the same test again. The average score on this test was 78.6 percent for a growth of almost 11.3 percent from the pretest. The individual percentage of achievement ranged from +51 percent to 0 percent.

Six months after the workshop the same test was mailed to each participant to complete and return to the workshop staff. Of the 100 participants who were mailed the test, 48 completed and returned it to the staff. The total average score obtained on the six-month post-test

was 73.1 percent for a final gain from the pretest of about 6 percent. The range was from a high score of 90 percent to a low of 50 percent. Loss from workshop post-test to six-month post-test is a phenomenon originally noted by Johnson, Cortright, and Laubach, apparently due to lack of reinforcement of the short-term training in the home working environment. This finding points out the necessity of a staff development design that includes local ongoing in-service training.

Table 1

TEST RESULTS FOR MOREHEAD PARTICIPANTS

Pretest	Scores in Percentages				
Number of Participants	Individualized Instruction	Reading	Math	ABE	Total
100	65.3	58.6	68.4	77.0	67.3
Three-week Post-test					
99	77.5	79.4	72.9	84.7	78.6
Six-Month Post-test					
48	70.4	68.7	78.0	75.4	73.1

CHAPTER IV

Fulfillment of Evaluation Criteria

The following narrative of the workshop provides a review of how the insitute met the eight evaluation criteria outlined in the USOE guidelines for teacher-training proposals.

1. To what extent did the teacher-training project include training in the utilization of innovative methods, systems, materials, or programs?

Answer: In contrast to the traditional classroom or lecture format, the workshop participants experienced individualized instruction, programmed instruction, contingency contracts, and behavioral counseling as they learned the fundamentals and practice of individualized reading and math instruction designed for adult clients.

2. To what extent did the teacher-training project meet local needs?

Answer: Thirteen state directors in DHEW Regions IV and VI were surveyed to determine their respective teacher-training needs. Nine of the thirteen specifically mentioned the need for training in individualized instruction. Several discussed pressing needs in

math and others also mentioned reading. The content of the workshop was designed with the state directors' recommendations in mind.

3. To what extent did the teacher-training project meet needs for teachers of adult education beyond the geographic region in which the Appalachian Adult Education Center (AAEC) is located?

Answer: To insure applicability to the Region VI, Mexican-American population, the AAEC solicited a Mexican American associate staff member from Texas. Also, materials such as the teacher-trainer syllabus in reading for ABE has been found to have utility in many urban and rural areas.

4. To what extent did the AAEC make periodic, systematic, and objective reviews and evaluations of the teacher-training project?

Answer: The participants entered into contingency contracts as a demonstration and training technique. Each participant's progress in the training areas was assessed through pre post and six-month reviews; data was collected on members of teachers trained by the participants and the content of the training; and random site visits to most of the thirteen states were used to determine the quality of training. The participants designed a workshop evaluation, and informal oral evaluations were conducted by state with the amigos the last week.

5. To what extent was the teacher-training project related to and carried out in conjunction with a special project under this Act?

Answer: The bulk of the workshop staff was drawn from adult education professionals employed by the Appalachian Adult Education Center, a special project under the Adult Education Act of 1966. Materials developed by the University of Texas special project in guidance and counseling were used. Also, one participant was accepted as a graduate intern at Morehead State University and worked with the AAEC on the workshop follow-up under the auspices of the Southern Regional Education Board's staff development project.

6. To what extent was the teacher-training coordinated with the adult education program being sponsored under the state plan of the state in which the AAEC is located or of any other state from which trainees were drawn or to which trainees returned?

Answer: As mentioned in item 2 above, the content of the workshop was based upon the expressed needs of thirteen state directors; eight of which operate state plans in USOE Region IV in which the AAEC is located. The USOE regional program officer for Region VI was consulted for his recommendations and the five USOE Region VI state directors were informed of the proposed format of the workshop and their comments were invited and taken into consideration in the development of the workshop content. Since the workshop was individualized, state directors were asked for a brief design for future utilization of trainers prior to the institute to guide the workshop staff and participants, which was in line with past AAEC practice. State directors were then, as in the past, invited to

attend the last week of the workshop to react to the training plans of their trainers in terms of feasibility for their states.

Mr. Ted Cook, state director for Kentucky, in which the AAEC is located, was the first to invite the AAEC to submit a proposal for the rural workshop for USOE Regions IV and VI and the proposal was discussed with him in some detail.

Also, after the workshop activities, Mr. Cook utilized his trainees to the maximum throughout the year in conducting Kentucky's various workshops.

7A. To what extent was the teacher-training project soundly designed? Did it have educational significance?

Answer: The Appalachian Adult Education Center has had a history of high-impact teacher-training workshops. The 1969 workshop for 111 teachers and administrators from 12 states serving rural adults showed significant attitude changes at the post-test, and at the six-month follow-up showed significantly greater use of helping agencies to meet ABE student needs. The 1970 teacher-trainer workshop in reading for 50 trainers from 12 states serving rural adults reached approximately 2,800 additional teachers in training sessions varying in length from two hours to two weeks. There was strong positive reaction to the training offered by the AAEC trainers and to the training syllabi developed to aid their training efforts. These syllabi were developed for the 1970 workshop and further refined for the 1971 workshop--with a parallel

syllabus developed math. Many of the 101 participants from the 1971 workshop were utilized by the various state directors as teacher-trainers within the various states. To date, with results still coming in from the teacher-trainers, there have been 52 workshops conducted by 47 teacher-trainers with 2,467 local teachers being reached. This number is to increase as local spring workshops results are received by the AAEC. (See Table 2, page 30.) Local teachers have shown significant acceptance and use of workshop trainers.

7B. To what extent did the project utilize competent and adequate personnel, both professional and administrative?

Answer: The AAEC staff consist of seven experienced professional adult educators whose credentials are outlined in the appendix. The AAEC staff was available to the workshop as learning coordinators, monitors, or amigos. They were given additional training in individualized instruction--exposed to the same materials, content, format, and experiences as the workshop participants--to insure the meeting of institute objectives. Fourteen (14) additional professionals were employed full and parttime to work with the institute. Several graduate students enrolled in the Morehead State University graduate program in Adult and Continuing Education assisted in administrative details. Also, the AAEC professional staff designed and administered the workshop.

7C. Does the AAEC have available adequate facilities to insure successful operation of a teacher-training project?

Answer: Reasonably. The workshop was attended by 101 participants who were fairly adequately accommodated in the Morehead State University's comfortable and air-conditioned dormitories, classrooms, and low-cost eating facilities. There was some evidence of crowding.

8. To what extent was there effective administration and supervision to assure efficient and economical operation?

Answer: Morehead State University was more than generous and cooperative in keeping down overhead by offering facilities at cost or below so that the available budget could be concentrated on institute training activities.

CHAPTER V

Description of ABE Workshop Participants

The participants from each state were selected jointly by the state directors and workshop staff. (See breakdown by states of number of participants in Appendix E.) In order to be an effective trainer, the following optimum characteristics for the participants were suggested:

1. a full-or part-time teacher in adult education;
2. formal course work in adult education;
3. formal course work in reading;
4. formal course work in mathematics;
5. able to devote full time to three-week training workshop;
6. willing to conduct short training sessions in individualized instruction in reading and mathematics for other ABE teachers as outlined in his state design;
7. working with a program for rural undereducated adults: and
8. a bachelor's degree (or more) from an accredited college or university.

The following is a summary of the characteristics of the participants of the 1971 Morehead ABE Teacher-Trainer Workshop.

1. Sex

a. Male	45
b. Female	56

2. Average Age--38 years

a. Youngest--20 years
b. Oldest--65 years

3. Race

a. White	68
b. Black	29
c. Mexican-American	4

4. Marital Status

a. Married	67
b. Single	16
c. Divorced	11
d. Separated	1
e. Widow	5
f. No Reply	1

5. Average Dependents--1.97

6. Employed in any role in the Adult Basic Education Program under the Adult Education Act of 1966?

a. Yes	94
b. No	6
c. No Reply	1

7. Length of Adult Basic Education Experience?

a. Full time--average of 2.4 years	17
b. Part time--average of 2.8 years	84

8. Hours Worked Per Week in Adult Basic Education?

a. Full time--37 hours average
b. Part time-- 7 hours average

9. Major Duties?

a. Teach basic education	72
b. Teacher training	5
c. Curriculum development	5
d. Teach reading	4
e. Administration	13
f. Counseling	2

10. Type of Area You Serve?

a. Urban (above 100,000)	11
b. Urban (25,000-100,000)	22
c. Urban (10,000-25,000)	14
d. Rural	54

11. Target Population Served?

a. Migrants	3
b. Non-English Speakers	4
c. Prisoners	3
d. Appalachian	10
e. American Indian	1
f. Rural	60
(1) Farm	
(a) White	8
(b) Black	2
(c) Black & White	15
(2) Non-farm	
(a) White	2
(b) Black	2
(c) Black & White	31
g. Inner-City	20

12. Speak any Foreign Language?

a. Yes	14
b. No	85
c. No Reply	2

13. Highest Level of Education

a. Less than Bachelor's	9
b. Bachelor's	58
c. Master's	28
d. Master's plus	30.6

14. Previous Course Work in:

a. Adult Education

(1) Yes	73
(2) No	28

b. Reading

(1) Yes	49
(2) No	51
(3) No Reply	1

c. Mathematics

(1) Yes	48
(2) No	50
(3) No Reply	3

15. Feel Competent in:

a. Individual Instruction

(1) Yes	79
(2) No	19
(3) No Reply	3

b. Reading

(1) Yes	61
(2) No	37
(3) No Reply	3

c. Mathematics

(1) Yes	65
(2) No	33
(3) No Reply	3

16. Feel Knowledgeable About Characteristics of the Undereducated Adults:

a. Yes	79
b. No	21
c. No Reply	1

In review of the 101 participants:

1. all had experience in adult education;
2. three-fourths had course work in adult education;
3. one-half had formal preparation in reading;
4. one-half had formal preparation in math;
5. all but two were able to devote full time to the three-week workshop;
6. all expressed themselves as willing to conduct short training sessions in their home states as agreed upon with their state directors;
7. one-half worked in rural areas and many more served rural inhabitants within a semirural setting; and,
8. all but nine had a bachelor's degree or more.

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CHAPTER VI

Evaluation of Workshop

During the workshop the daily meeting by state teams with the Amigos provided immediate feedback so that adjustments could be made in the workshop.

At the beginning of the workshop, the participants were requested to design and conduct a participant evaluation of the workshop. (See Appendix F.) A questionnaire developed by a committee of participants, which was administered at the conclusion of the workshop by the committee, encouraged them to rank and to write their personal reactions to the workshop.

The following were examples of some of their opinions.

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1. Personal

   a. This is the greatest experience that I have ever had in ABE. I will be delighted to share what I have gotten here.

   b. The format of this workshop was extremely well-suited to its purposes. This has been an intensely rewarding educational experience. I was especially pleased with resource persons.

2. Staff, Coordinator, and Resource People

   a. The coordinator and staff went far beyond the call of duty and were excellent in every respect.

   b. This was one of the best organized workshops I have attended. The Amigos were wonderful. Recreation by Carl Stout was just wonderful. Resource people were swell. Mrs. Ann Hayes and her staff are to be congratulated. They were patient and went beyond the call of duty with never a cross word.

   c. Some understood their responsibilities; others did not.

   d. There should have been more explanation about the pretest so we wouldn't have been so threatened.

3. Participants

   a. The majority of the students made a whole hearted effort to cooperate 100%.

   b. Most of the participants had goals, worked hard to achieve them and showed evidence of changed behavior. A few seemed to lack the sense of value to appreciate this institute.

   c. Some came late (to group work) and disturbed the others by asking for repetition of work previously done.

   d. Most of the participants are going away with a greater awareness of the need for properly educating the ABE student.

   e. In the large general sessions, there was too much noise and too many people coming and going.

   f. I think participants should have been better informed at the state level.

4. Funding

With the late approval of program, everything was excellent. The most import (sic) improvement that could have been made was from Federal level on earlier approval.

5. Facilities

a. At the very beginning the facilities were crowded, and we rushed into some work without sufficient instructions.

b. Meeting facilities were somewhat crowded at times.

c. There were too many people in the room at the dorm.

6. Materials

a. Math syllabus helped.

b. The many handouts will be very useful later on.

7. Organization

a. First week was too crowded, especially having the two night sessions.

b. I especially enjoyed the practicum. This gave me a chance to put into practice what we were learning and talking.

c. Well-organized workshop.

8. Overall

These statements from the meetings of state groups with their Amigos summarize the attitude of the greater number of those who responded:

a. I sincerely think that the responsible people did all within reason to give us a worthwhile, excellent, pertinent ABE educational program. Further, Mr. Stout did all within reason to plan for recreational needs.

I have nothing but praise for the staff.

b. Personally, I feel that the workshop has been very profitable to everyone.

I do not have any negative view points.

Workshops of this nature should be conducted more.

My knowledge of how to deal with the adult learner has increased 100%. All, as a result of this workshop.

c. We feel that after our frustration level was reached, we began to search for our learning level and to study our individual prescription (which was an excellent idea).

Most of us felt that the orientation and beginning exposure to the work session was a little fast and somewhat overwhelming.

It was suggested that it would have helped the trainees to have been welcomed as a group on the first night with a social get-together.

Much more exposure to materials and methods was given to the trainees than any of us realized could be done in so short a period of time.

The practicum in reading and math was beneficial to each of us as we had the opportunity to apply the process.

We appreciate the fun time and fellowship while learning to make an "ISK" and feel that we could tell someone how to begin and develop one.

There was a little disturbance over the two-hour sessions' overlapping in knowledge presented, especially where some individuals were prescribed for one hour and some for two.

A few felt that some more time could have profitably been used in methods for teacher training.

More handouts for certain lectures would have helped on the one-hour sessions, especially in behavioral objectives and modern math.

We wish to thank Carl Stout for his efforts in helping us use our spare time in a more enjoyable way.

We can't be too appreciative to the staff members for their time, effort, and patience that each of us felt was given unselfishly to make the workshop a success.

The ratings of the individual parts of the workshop can be seen in Appendix F. The participants ranked 1775 or 42.0 percent "excellents," 1787 or 42.2 percent "adequates," 524 or 12.4 percent "fairs," and 141 or 3.4 percent "inadequates." (The numbers do not total because not all questions were answered by all participants.)

CHAPTER VII

Follow-up

Local Teacher-Training Workshops Conducted by Morehead Teacher-Trainers

Prior to attending the workshop, the participants who were selected to take part agreed to return to their states and conduct local teacher-training workshops in individually prescribed reading and mathematics instruction in support of the over-all state design which was sent by each State Department of Adult Education to the workshop staff. As a refinement step at the close of the workshop each state director together with his participants planned in further detail their state design for implementing local workshops. All of the state trainer teams and state directors devoted at least one day to the specifics to be included in their state design. This included such things as the dates the local workshops were to be held; the duties to be performed by each member of the training team, and the daily schedule of events and the follow-up that would be included.

Data collected to May 30, 1972, from 70 of the 100 workshop participants show that 52 local workshops were conducted by 47 of the 100 participants who attended the Morehead workshop. These

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teacher-trainers offered more than 427 hours of instruction in individualized prescribed instruction, reading, mathematics, and ABE. The members of these training teams accumulated more than 10,400 miles traveling to local workshops. Table 2 shows the results of the 47 teacher-trainers' efforts and the projected activities for 14 other trainers.

The Morehead workshop staff, through the nine site visits, observed the training of almost 700 local ABE teachers and found an average of three to four teacher-trainers conducting the local workshop, each responsible for sessions ranging from IPI in math to the development of an Individualized Skills Kit. The site observers made it a point to talk with the local participants in detail to gain insight as to their suggestions concerning the workshop. One of the most noted problems was "good content and techniques presented but, not enough time." Other reactions voiced by the local participants were "too much lecture and not enough practice," and "content not relevant for my situation." Site-observers from the Morehead workshop staff averaged talking with in detail, four of the local ABE teachers who were attending the local workshop.

The site-observers were asked to rank each local workshop as to the description best describing the attitude of the teacher-trainers during the sessions toward the participants. The scale follows:

Unstructured		Flexible with Leadership		Authoritarian
1	2	3	4	5

Table 2 - Morehead ABE Teacher-Training Workshop July 19-August 6, 1971, Appalachian Adult Education Center, Morehead State University
Local Teacher Training Conducted by Morehead Training Teams as of May 30, 1972

States	No. of local and state workshops conducted by Morehead Trainer	No. of teacher-trainers conducting workshops	No. of hours devoted to workshop topics			Characteristics of adults	Cumulative number of hours of instruction in workshop topics	Total number of teachers trained in workshop topics	Cumulative number of miles traveled by training team members
			reading	math	IPI				
Alabama	4	5	11.5	10.5	4	8	34	225	519
Arkansas	1	2	6	6	2	2	16	36	280
Florida	1	2	3		3		6	12	40
Georgia	2	5	6	2	3	3	14	320	385
Kentucky	19	9	57				57	737	4742
Louisiana	7	7	51	45.5	47.5	23	167	418	160
Mississippi	2	2	18	3	4	2	27	87	260
New Mexico									
N. Carolina	1	3	1.5	1.5			3	20	0
Oklahoma									
S. Carolina	8	3	3		21	4	28	221	1000
Tennessee	5	4	12	12	12		36	320	2732
Texas	2	5	10	11.5	17		38.5	93	342
Subtotal no. 1	52	47	179	92	113.5	42	426.5	2489	10,460
Planned for date after June 1, 1972									
Georgia	1	3	2	3	1	1	7	60	130
Arkansas	2	6	12	12	4	4	32	170	430
Louisiana	1	3	20	20	20	4	64	300	100
S. Carolina	1	* 2	0	0	3	0	3	150	640
Subtotal no. 2	5	* 14	34	35	28	9	106	680	1300
Grand total	57	61	213	127	141.5	51	532.5	3169	11,760

*2 Trainers have conducted previous workshop

Seven of the local workshops were ranked a "flexible with leadership," two were ranked as authoritarian (these two were lecture oriented).

The average length of time for each local workshop was three to four hours and usually in the evening. (One was on a Saturday morning.) Of the nine local workshops observed, the average number of local ABE teachers in attendance was 76, with a range from 10 to 150.

Site-Observations of Local Workshops

To attempt to assess the quality of trainer training, in addition to following the numbers of teachers trained by AAEC trainers, site-observations of randomly selected local workshops were conducted by the AAEC graduate interns and staff. From August, 1971, through May, 1972, nine of the thirteen states were visited. Each local workshop within the various states had an average of two to three resource people in attendance, as well as local administration and personnel from the State Departments of Adult Education. Data were collected by the AAEC observers using a standard format. A summary of the nine observations follows. The site-observations are indicative of the feedback from those trained at the local level.

The following are some additional remarks of local participants:

> Cooler weather would have made the learning environment more conducive to absorb more information. I reached my frustration level. Very enjoyable and (for a change) informative. Thanks.

This is not my category of educational service; however, if I were placing students, I believe I would try it.

Maybe some suggestions to build up the students' reading comprehension level. They can read, but can't comprehend.

This was one of the most meaningful programs I have attended, by presenting useful material and not just theory which may not work, in all cases. The material covered was useful and pertinent.

Introduction of testing to students. The program is excellent.

Good, worthwhile and something concrete for one to hold on to; well organized; you get to the point.

Follow-up session on methods for correction of the nine types of reading errors.

The workshop was very informative and enlightening. T-H-A-N-K-S!!!

Description of Local Workshop Participants

To establish the characteristics of the ABE teachers participating in the local workshops, "Participant Information Forms" (an example can be found in Appendix G) were gathered by those who were conducting the workshops. Many of the trainer-teams were cooperative in this additional task and 1,356 forms were collected, providing a means of illustrating the characteristics of those teachers trained in local workshops.

Information collected on the "Adult Basic Education Participant Information Form" is summarized in Tables 3-14. The average age

of the participants was 38.2 with an age span of 18 to 67. Woman represented 58.3 percent of the participants (Table 3) and 74.8 percent of the participants (Table 4) were married.

Of the 1,356 local participants responding, 79.1 percent indicated that they were employed under the Adult Education Act of 1966 (Tables 5 & 6).

Local participants working fulltime in adult basic education had an average of 3.2 years experience compared to 3.5 years experience for parttime employees, with an average of 8.3 hours of work per week.

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A majority of those responding, 66.4 percent, indicated their major responsibility was teaching adult basic education (Table 7). One-third, 33.3 percent, of the local participants indicated that they worked in a rural area. Almost 30 percent of those responding served Appalachian students in their program with the next largest population being inner-city (28.9 percent). Almost 6 percent of those in attendance worked with non-English-speaking populations. (Tables 8 & 9)

Almost 50 percent of those responding showed they had completed a four year college program. Over 34 percent indicated the attainment of at least a Master's Degree. The major field of study for the largest number of local respondents was elementary education, with 40.0 percent. (Tables 10 & 11)

More than 56 percent of the 1,356 participants attending local workshops had never attended an ABE institute or taken a course in adult basic education. (Table 12) This very vividly points out the

continuous need for teacher-training in adult basic education in rural America. Of the 1,356 local workshop participants, almost 65 percent indicated they had no course work in reading (Table 13). In addition, 69.1 percent indicated that they had no previous training in math (Table 14). Since the teaching of reading and math is such an intricate link in the over-all adult basic education chain, these data identify a major weakness and area of concentration for ABE teacher training in the future.

Table 3

FREQUENCY AND PERCENTAGE OF PARTICIPANTS BY SEX

Sex	Number	Percent
Male	566	41.7
Female	790	58.3
TOTAL	1,356	100.0

Table 4

FREQUENCY AND PERCENTAGE OF PARTICIPANTS BY MARITAL STATUS

Marital Status	Number	Percent
Married	1,012	74.6
Single	156	11.5
Divorced	66	4.9
Widowed	73	5.4
Separated	10	.7
N.R.	39	2.9
TOTAL	1,356	100.0

Table 5

FREQUENCY AND PERCENTAGE OF PARTICIPANTS NOW EMPLOYED IN THE ADULT BASIC EDUCATION PROGRAM UNDER THE ADULT EDUCATION ACT OF 1966

Employed under the Adult Education Act of 1966	Number	Percent
Yes	1,072	79.1
No	284	20.9
TOTAL	1,356	100.0

Table 6

FREQUENCY AND PERCENTAGE OF PARTICIPANTS NOW EMPLOYED IN ANY ROLE IN OTHER PROGRAMS OFFERING BASIC EDUCATION TO ADULTS
(Such as OEO, MDTA, WIN, Corrections, etc.)

Employed	Number	Percent
Yes	176	13.0
No	1,180	87.0
TOTAL	1,356	100.0

Table 7

FREQUENCY AND PERCENTAGE OF PARTICIPANTS BY MAJOR DUTIES - OF FIRST AND SECOND IMPORTANCE

Duties	Number	Percent
Teach Basic Education	902	66.4
Teacher Training	35	2.5
Curriculum Development	46	3.3
Paraprofessional Training	15	1.0
Teach English as a Second language	42	4.0
Teach Reading	100	7.3
Administration	127	9.3
Counseling	54	3.9
Educational T.V.	4	.3
Higher Education Teacher Training	11	.7
Other	20	1.4
TOTAL	1,356	100.0

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Table 8

FREQUENCY AND PERCENTAGE OF PARTICIPANTS
BY TYPE OF AREA SERVED

Type of Area Served	Number	Percent
Urban (above 100,000)	231	17.1
Urban (25,000 - 100,000)	241	17.8
Urban (10,000 - 25,000)	216	15.9
Rural	452	33.3
N.R.	216	15.9
TOTAL	1,356	100.0

Table 9

FREQUENCY AND PERCENTAGE OF PARTICIPANTS
BY TARGET POPULATION SERVED

Target Population Served	Number	Percent
Migrants	29	2.1
Non-English Speakers	80	5.9
Deaf	11	.8
Prisoners	48	3.6
Appalachia	398	29.3
American Indians	0	00.0
Inner City	391	28.9
N.R.	399	29.4
TOTAL	1,356	100.0

Table 10

FREQUENCY AND PERCENTAGE OF PARTICIPANTS
BY EDUCATIONAL LEVEL

Educational Level	Number	Percent
Less than College (Aides)	55	4.1
B.A.	665	49.0
M.A.	353	26.0
M.A.+	57	4.2
M.A.+30	62	4.7
Doctorate	2	.1
N.R.	162	11.9
TOTAL	1,356	100.0

Table 11

FREQUENCY AND PERCENTAGE OF PARTICIPANTS
BY MAJOR FIELD OF STUDY

Major Field of Study	Number	Percent
Social Studies	176	13.0
Administration	116	8.6
Secondary Education	203	15.0
Elementary Education	542	40.0
English	122	8.9
Other	197	14.5
TOTAL	1,356	100.0

Table 12

FREQUENCY AND PERCENTAGE OF PARTICIPANTS BY PREVIOUS ADULT BASIC EDUCATION INSTITUTES OR RELATED COURSE WORK

	Number	Percent
Yes	539	39.7
No	764	56.3
N.R.	53	4.0
TOTAL	1,356	100.0

Table 13

FREQUENCY AND PERCENTAGE OF PARTICIPANTS BY PREVIOUS READING COURSE WORK

	Number	Percent
Yes	432	31.8
No	883	65.1
N.R.	41	3.1
TOTAL	1,356	100.0

Table 14

FREQUENCY AND PERCENTAGE OF PARTICIPANTS
BY PREVIOUS MATH COURSE WORK

	Number	Percent
Yes	371	27.3
No	938	69.1
N.R.	47	3.6
TOTAL	1,356	100.0

APPENDICES

MATERIALS IN READING AND MATH

I. Laidlaw Brothers
Thatcher and Madison
River Forest, Illinois 60305

Study Exercises for Developing Reading Skills

#3780 Book A (grade 4)
#3781 Book B (grade 5)
#3782 Book C (grade 6)
#3783 Book D (grade 7)

(Answer keys - $.21 - for each book; order separately Bk. A #3784; #3785 Bk. B; #3786 Bk. C; #3787 Bk. D)

II. Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

#6440 Using the Library Skilltext (grade 4-8)
#6441 Answer Key

#7840 Science Skilltexts, pupil (grade 4)
#7850 Science Skilltexts, pupil (grade 5)
#7860 Science Skilltexts, pupil (grade 6)

III. Barnell Loft, Ltd.
111 S. Centre Ave.
Rockville Centre, NY

Getting the Main Idea, Bks. A-F (gd. 1-6) @
Using the Context, Bks. A-F (gd. 1-6) @
Working With Sounds, Bks. C-F (gd. 3-6) @
Following Directions, Bks. A-F (gd. 1-6) @
Locating the Answer, Bks. A-F (gd. 1-6) @
Getting the Facts, Bks. A-F (gd. 1-6) @
Drawing Conclusions, Bks. A-F (gd. 1-6) @

IV. NeaRad, Inc.
440 E. Las Olas
Fort Lauderdale, FL 33301

Filling Out Application, 6D (gd. 3-5)

V. Allied Education Council
Distribution Center
P.O. Box 78
Galien, MI 49113

Mott Basic Language Skills Programs

#AR 301 Basic L.S. 300 A (gd. 2-3)
#AR 302 Basic L.S. 300 B (gd. 3-4)
#AR 601 Basic L.S. 600 A (gd. 4-5)
#AR 602 Basic L.S. 600 B (gd. 5-6)
#AR 901 Basic L.S. 900 A (gd. 7-8)*
#AR 902 Basic L.S. 900 B (gd. 8-9)*
#AR 304 Basic Numbers and Money
* Not as good as ones at lower levels

VI. Macmillan Company
866 Third Avenue
New York, NY 10022

#48918 (?)
Improve Your Writing for Job Success (gd. 5+)?*
*Good for filling out applications

VII. Cambridge Book Company, Inc.
45 Kraft Avenue
Bronxville, NY 10708

VIII. Steck Vaughn Company
P.O. Box 2028
Austin, TX 78767

Steps to Learning Bk. 1&2 (gd. 1-3) @
Learning and Writing English (gd. 3-4) @
I Want to Read and Write (gd. 3-4) @

IX. Study Skills Books
#0052 Through Library Books (gd. 4-6)*
*Sounds Good

Scope/Skills
#3360 Across and Down (gd. 7-12)
#3361 Puzzles and Mysteries (gd. 7-12)

X. Modern Curriculum Press
21079 Westwood Drive
Cleveland, OH 44136

Phonics Wkbk A (gd. 1)
Phonics Wkbk B (gd. 2)
Phonics Wkbk C (gd. 3)

XI. Teachers College Press
Teachers College
525 W. 120th Street
New York, New York 10027

Standard Test Lessons in Reading, Bk. A
Gates-Peardon Reading Exercises
Introducing, Level A
Introducing, Level B
Preparatory, Level A
Preparatory, Level B
Elementary SA
Elementary RD
Elementary FD

MATH MATERIALS

Babrow

Basic Mathematics

Books 1-5	1 ea.
Test Manual	1
Teachers Manual	1

Encyclopedia Britannica Press, Inc.
425 North Michigan Avenue
Chicago, IL 60611

Smith

Arithmetic of the Whole Numbers

Study Test (2 books)	1
Teacher's Manual	1

Encyclopedia Britannica Press, Inc.

Ratios and Proportions

Student Text	1
Test Booklet	1

Encyclopedia Britannica Press, Inc.

Steck-Vaughn Editorial Staff

Steps to Mathematics

Work Test, Book 1 & 2	2 ea.

Steck-Vaughn
P.O. Box 2028
Austin, TX 78767

Shea

Basic Essentials of Mathematics

Work Text

Book 1 & 2	2 ea.
Progress tests	1 ea.
Mastery tests	1 ea.

Steck-Vaughn, Austin, Texas, 1969

Gruber, Edward C.

Preliminary Practice for the High School Equivalency Diploma Test 3

Acro, 219 Park Avenue, South, New York, N.Y. 10003, 1970.

Turner, D.R.

Preliminary Practice for the High School Equivalency Diploma Test 3

Acro, 219 Park Avenue, South, New York, N.Y. 10003, 1970.

Cowles GED Program

Preparation for the High School Equivalency Examination (GED) 3

Cowles Book Co., Inc., Revised and enlarged edition
Look Building
488 Madison Avenue
New York, NY 10022

Barron's How to Prepare for the High School Equivalency Examination 3

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797
1968

Noonan-Spradley

Diagnostic Program of Computational Skills

Test Book	M - 11	25
Student answer sheet & student record	M - 12	50
Skill development book	M - 22	25
Teachers manual 1970	M - 53	5

Allied Education Council
Distribution Center
P.O. Box 78
Galien, MI 49113

Smith

Pathways in Mathematics — 25 ea.

Level I

Pawnee Printing Co., Inc. 1959
Box 307, One Pondfield Road
Bronxville, NY 10708

(1)	1-14440 Geometric Shapes (set of 6) @ 1.35	2 ea.
	1-14455 Open-End Abacus Kit @ 1.65	2 ea.
	1-14468 Abacus Supplement (pkg. of base 2, base 5, base 8 rods) @ .66	2 ea.
	1-14421 Teacher's Guide @ .99	1 ea.

Edwards, Graham, Linn 1970

(2) Patterns in Mathematics

Teacher's Edition	1 ea.
Progress Tests	1 ea.

Herrick

(3) Modern Mathematics for Achievement

Course 1 1966

Books 1 - 8	10 ea.
Teacher's Edition	2 ea.
Progress tests	5 ea.

Course 2 1967

Books 1 - 8	10 ea.
Teacher's Edition	2 ea.
Progress tests	5 ea.

Houghton Mifflin Co
3108 Piedmont Road, N.E.
Atlanta, GA 30305

Programmed Math for Adults — 1 set

Books 1 through 13

McGraw-Hill Book Co.
St. Louis, MO 1968

Hunter & Lafollette

The Learning Skills Series: Arithmetic — 25 ea.

Acquiring Arithmetic Skills
Building Arithmetic Skills
Continuing Arithmetic Skills
Directing Arithmetic Skills

Webster Division/McGraw Hill 1967
Princeton Road
Heightstown, NJ 08520

O'Malley

Basic Mathematics: A Problem Solving Approach

Teacher's Manual 1963	5 ea.
Test Booklets	
Progress tests (50 tests)	30 ea.

Enrichment Topics in Basic Mathematics

Teacher's Manual	2 ea.
Test Booklets	
Progress tests (50 tests)	10 ea.

Addison-Wesley Publishing Co., Inc.
Midwestern Region
106 West Station Street
Barrington, Il 60010

Experiences in Mathematical Ideas

Volume 1 & 2	1 ea.
Teaching Package for Vol. 1 & 2	1 ea.

National Council of teachers of Mathematics
1201 Sixteenth Street, N.W.
Washington, DC 20036

General Math grades 10 - 12 1970	2 ea.
Mathematics 7 - 9	1 ea.
Mathematics 4 - 6	1 ea.
Mathematics K - 3	1 ea.

The Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, CA 90024

Flanagan, Mager, Shanner

Behavioral Objectives: A Guide to Individualizing Learning

4 volumes Math LA SS SC

Westinghouse Learning Press
Palo Alto, California
Division of Westinghouse Learning Corp. 1971

The Writing and Use of Behavioral Objectives 5 ea.

Southwestern Cooperative Educational Laboratory, Inc.
117 Richmond Drive, N.E.
Albuquerque, NM 87106

Mager, R.F.

Preparing Instructional Objectives — 5

Fearon Publishers 1962
Lear Siegler, Inc.
6 Davis Drive
Belmont, CA 94002

Arithmetic for Everyday Life Series

Workbooks — 1 set

United States Armed Forces Institute
Madison, WI 53713

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
MOREHEAD STATE UNIVERSITY

FIRST WEEK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10 Overview of Workshop	9-12 Overview and Introduction to Individually Prescribed Instruction	9-12 Prescribing in Individualized Instruction	9-11 Math Overview	9-10 Math Operations
10-12 Assessment			11-12 Number Numeration	10-11 Measurement and Geometry
				11-12 Placement Interview Overview
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1-2 Introduction to Individualized Instruction for Adults	1-2 Registration	1-3 Overview of Reading	ISK	ISK
2-2:30 Break	2-3 Operation of I.P.I.	3-5 Overview and Diagnosis of Math		
2:30-5 Meet with Amigos	3:30-5 Findings of Appalachian Adult Education Center		4-5 Amigo	4-5 Meeting with Trouble Shooter
8-10 How Adults Learn: Panel Discussion			7:30-9:30 Word Attack I	

HOURS: Reading- 15
Math - 15
I.P.I. - 19
ABE - 13

APPENDIX B - Sample Individual Prescription for Morehead Workshop Participant

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
MOREHEAD STATE UNIVERSITY

SECOND WEEK

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY
9-10	ABE Student Study Skill Packet	9-10	Writing Behavioral Objectives	9-10	Math Practicum	9-10	Math Practicum	9-10	Math Practicum
10-11	Characteristics of ABE Teachers	10-12	Individual Instruction	10-11	Math Practicum	10-11	Math Prep	10-11	Math Prep
11-12	Math Applications		Alternate Strategies	11-12	Writing Behavioral Objectives	11-12	ABE Special Problems	11-12	Comprehension I
LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	
1-4	ISK	1-3	ISK	1-2	Developing the math curriculum	1-2	Applying and developing a dynamic individual instruction format	1-3	Word Attack II
				2-3	Use of ABE materials				
				3-4	Awareness of human needs	2-3	Selection and ordering of objectives	3-4	Special math problems
		3-4	Math prep.						
4-5	Amigo	4-5	Amigo	4-5	Amigo	3-4	Interviewing and Counseling Adults	4-5	Amigo
						4-5	Amigos		

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
MOREHEAD STATE UNIVERSITY

THIRD WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10	Math practicum II	Math practicum II	Math practicum II	Contingency management	Assessment
10-11	G.E.D.	Climate for learning	Reading special problems		Reports on state designs
11-12	Reading prep.	Math diagnosis and evaluation		Evaluation and follow-up	
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40-1:40	Reading Prac.	Reading Prac.	Reading Prac.	Evaluation of ABE materials	Summary
1:40-2:40	Reading Prep.	Reading Prep.	Writing Behavioral objectives	Individual instruction test and measurements	Final Checks and Bon Voyage
3-4	Client representation	In-service training for ABE teachers	Amigo and state director		
4-5	Amigo	Amigo		Amigo	

APPENDIX B

Program Schedule

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
APPALACHIAN ADULT EDUCATION CENTER
FIRST WEEK
July 19 - July 23

*For Everyone

	Monday - July 19		Room
* 9:00-10:00 am	Overview of Workshop	G. Eyster	105
*10:00-12:00	Assessment	A. Hayes	105
12:00- 1:00pm	Lunch		
* 1:00- 2:00	Introduction to Individualized Instruction for Adults	V. Youngman	105
2:00- 2:30	Break		
* 2:30- 5:00	Meet With Amigos		
	State	Amigo	
	Alabama	C.J. Bailey	104
	Arkansas	Ann Hayes	108
	Florida	Harold Rose	107
	Georgia	Ann Hayes	108
	Kentucky	Harold Rose	107
	Louisiana	Lamar Marchese	105
	Mississippi	Lamar Marchese	105
	New Mexico	George Eyster	106
	North Carolina	Husain Qazilbash	303
	Oklahoma	Ann Hayes	108
	South Carolina	Husain Qazilbash	303
	Tennessee	C.J. Bailey	104
	Texas	George Eyster	106
8:00-10:00pm	How Adults Learn: Panel Discussion	Robert Geeslin Ann Hayes Robert Peters John Martinez Husain Qazilbash	105

	Tuesday - July 20		Room
* 9:00-12:00am	Overview and Introduction to Individually Prescribed Instruction	Donna Seay Jerry Patterson	105
12:00- 1:00pm	Lunch		
* 1:00- 2:00	Registration		
1:00- 1:30	A-M		
1:30- 2:00	N-Z		
* 2:00- 3:30	Operation of IPI	Donna Seay Jerry Patterson	105
* 3:30-5:00	Findings of the Appalachian Adult Education Center	George Eyster	105
8:00- 9:00	Op Art Film on Individualizing Instruction		105

	Wednesday - July 21		
* 9:00-12:00am	Prescribing in Individualized Instruction		105
12:00- 1:00pm	Lunch		
* 1:00- 3:00	Overview of Reading	Robert Geeslin	
* 3:00- 5:00	Overview and Diagnosis of Math	Lyle Leland	

	Thursday - July 22		
* 9:00-10:00am	Math Overview	Lyle Leland	105
	Comprehension I	Robert Geeslin	
	Writing Behavioral Objectives	Ethel Schmitt	
	Characteristics of Rural Adult Students	John Martinez	
*10:00-11:00	Math Overview (Cont.)	Lyle Leland	105
	Word Attack I	Robert Geeslin	
	Writing Behavioral Objectives	Ethel Schmitt	
11:00-11:30	Number Numeration	Lyle Leland	105
11:00-12:00	Word Attack I (Cont.)	Robert Geeslin	
	Writing Behavioral Objectives	Ethel Schmitt	104
12:00- 1:00pm	Lunch		

			Room
* 1:00- 4:00pm	Individual Skills Kit in Reading and Mathematics	Carol Geeslin Lyle Leland Husain Qazilbash	105
4:00- 5:00	Meeting with Amigos		
7:30- 8:30	IPI in Math	Lyle Leland	104
7:30- 9:30	Word Attack I	Robert Geeslin	105

Friday - July 23

8:00- 9:00am	Louisiana and Mississippi	Lamar Marchese	105
9:00-10:00	Math Operations	Lyle Leland	105
	Comprehension I	Robert Geeslin	
	Writing Behavioral Objectives	Ethel Schmitt	
	Characteristics of ABE Teachers	Robert Peters	
10:00-11:00	Measurement and Geometry	Lyle Leland	
	Comprehension I	Robert Geeslin	
	Writing Behavioral Objectives	Ethel Schmitt	
	Interviewing and Counseling Adults	John Martinez	
*11:00-12:00	Placement Inventory Overview	Robert Geeslin	105
12:00- 1:00pm	Lunch		
* 1:00- 4:00	Individual Skills Kit in Reading & Mathematics	Carol Geeslin Lyle Leland Husain Qazilbash	105
4:00- 5:00	Meeting with Workshop Evaluator	Anita Martin	105

Saturday - July 24

9:00-11:00am	IPI in Math	Lyle Leland	105

SECOND WEEK

Monday - July 26

			Room
9:00-10:00am	ABE Student Study Skill Packet	Lyle Leland	
	VIM-Set in IPI	Alvin Granowsky	
	Evaluation & Follow-up	Robert Peters	106
9:00-10:30	Construction of Placement Inventory	Robert Geeslin	105
10:00-11:00	IPI in Math	Lyle Leland	107
	VIM-Set in IPI (Cont.)	Alvin Granowsky	
	Characteristics of ABE Teachers	C.J. Bailey	106
10:30-12:00	Use of Placement Inventory	Robert Geeslin	105
11:00-12:00	Math Applications	Lyle Leland	107
	VIM-Set in IPI	Alvin Granowsky	
	Characteristics of Rural Adult Students	C.J. Bailey	106
12:00- 1:00pm	Lunch		
* 1:00- 4:00	Individualized Skills Kit in Reading and Mathematics	Carol Geeslin Lyle Leland Husain Qazilbash	105
* 4:00- 5:00	Meeting with Amigo		
7:30- 8:30	IPI in Math	Lyle Leland	106
7:30- 9:00	Construction of the Placement Inventory	Robert Geeslin	105

Tuesday - July 27

8:00-10:00am	Auditory Screening	Robert Geeslin	
9:00-10:00	IPI in Math	Lyle Leland	106
	Writing Behavioral Objectives	Al Granowsky	107
	Climate for Learning	John Martinez	105
10:00-11:00	IPI in Math	Lyle Leland	106
	Construction of Placement Inventory	Robert Geeslin	105
	Alternate Strategies in Individualized Instruction	Al Granowsky	107
	ESL (English as a Second Language)	John Martinez	

			Room
11:00-12:00am	IPI in Math	Lyle Leland	106
	Use of Placement Inventory	Robert Geeslin	105
	Alternate Strategies in Individualized Instruction (Cont.)	Al Granowsky	107
12:00- 1:00pm	Lunch		
* 1:00- 4:00	Individualized Skills Kit in Reading and Mathematics	Carol Geeslin Lyle Leland Husain Qazilbash	105
3:00- 4:00	Math Practicum Preparation (1) (Georgia, Oklahoma, and Arkansas)		Curr. Lab. 2nd. Floor
* 4:00- 5:00	Meeting with Amigos		
7:30- 8:30	IPI in Math	Lyle Leland	106
7:30- 9:00	Use of the Placement Inventory	Robert Geeslin	105

Wednesday - July 28

9:00-10:00am	Math Practicum (1) (Georgia, Oklahoma, Arkansas)	Lyle Leland	Green House
	Math Practicum Preparation (2)		Curr. Lab 2nd. Fl.
	Use of ABE Materials	Robert Geeslin	105
	Contingency Management	Al Granowsky	107
	Recruitment	Ann Hayes	106
10:00-11:00	Math Practicum (2) (Florida, Kentucky, & Arkansas)	Lyle Leland	Green House
	Math Practicum Preparation (1 & 3)		Curr. Lab. 2nd. Fl.
	Evaluation of ABE Materials	Robert Geeslin	105
	Contingency Management (Cont.)	Al Granowsky	107
11:00-12:00	Math Practicum (3) (Louisianna, Miss.)	Lyle Leland	Green House
	Reading Practicum Preparation (1)		Curr. Lab 2nd. Fl.

			Room
11:00-12:00 (Cont.)	Writing Behavioral Objectives	Al Granowsky	107
	Inservice Training of ABE Teachers	John Martinez	105
12:00- 1:00	Lunch		
12:40- 1:40	Reading Practicum (1) (Alabama, Texas, New Mexico)	William Hampton Colletta Grindstaff	Reading Lab 2nd. Fl.
	Reading Practicum Preparation (2)		Curr. Lab.
1:00- 2:00	Developing the Math Curriculum	Lyle Leland	105
	ABE Special Problems	Harold Rose	107
1:40- 2:40	Reading Practicum (2) (Texas, Tennessee, North Carolina)	W. Hampton Colletta Grindstaff	Reading Lab
	Reading Practicum Preparation (1 &3)		Curr. Lab
2:00- 3:00	Selection of Experiences in Math	Lyle Leland	105
	Use of ABE Materials	Robert Geeslin	106
2:40- 3:40	Reading Practicum (3) (North Carolina & South Carolina)	William Hamption Colletta Grindstaff	Reading Lab
3:00- 4:00	Diagnosis and Evaluation in Math	Lyle Leland	105
	Awareness of Human Needs	Robert Peters	107
	Recruitment	John Martinez	106
* 4:00- 5:00	Meeting with Amigos		
7:30- 8:30	IPI in Math	Lyle Leland	106

Thursday - July 29

9:00-10:00am	Math Overview	Lyle Leland	105
	Word Attack 1	Robert Geeslin	106
	Math Practicum (1) (Georgia, Oklahoma, Arkansas)	Al Granowsky	Green House
	Math Practicum Preparation (2)		Curr. Lab
	Special Problems in ABE	Husain Qazilbash	107

			Room
10:00-11:00am	Word Attack I (Cont.)	Robert Geeslin	106
	Math Practicum (2) (Florida, Kentucky, Arkansas)	Al Granowsky	Green House
	Math Practicum Preparation (1 & 3)		Curr. Lab
	Special Problems in ABE	H. Qazilbash	107
11:00-11:30	Number Numeration	Lyle Leland	105
11:00-12:00	Comprehension II	Robert Geeslin	107
	Math Practicum (3) (Louisiana, Miss.)	Al Granowsky	Green House
	Special Problems in ABE	H. Qazilbash	107
12:00- 1:00	Lunch		
12:40- 1:40	Reading Practicum (1) (Alabama, Texas, New Mexico)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (2)		Curr. Lab
1:00- 2:00	Developing and Applying a Dynamic Individualized Instruction Format in Math	Lyle Leland	105
	Emotions and Literacy Skills as Barriers to Inservice Training	Robert Geeslin	107
1:40- 2:40	Reading Practicum (2) (Texas, Tennessee, North Carolina)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (1 & 3)		Curr. Lab
2:00- 3:00	Selection and Ordering of Math Objectives	Lyle Leland	105
	Emotions and Literacy Skills as a Barrier to Inservice Training (Cont.)	R. Geeslin	107
2:40- 3:40	Reading Practicum (3) (North Carolina & South Carolina)	W. Hampton C. Grindstaff	Reading Lab
3:00- 4:00	Inner-City AB	Robert Peters	106
	Interviewing & Counseling Adults	John Martinez	105
* 4:00- 5:00	Meeting with Amigos		

	Friday - July 30		Room
8:00- 9:00am	Reading in ABE	John Sherk	106
9:00-10:00	Math Operations	Lyle Leland	105
	Word Attack II	Robert Geeslin	107
	Math Practicum (1) (Georgia, Oklahoma, Arkansas)	Al Granowsky	Green House
	Math Practicum Preparation (2)		Curr. Lab
10:00-11:00	Measurement and Geometry	Lyle Leland	105
	Word Attack II (Cont.)	Robert Geeslin	107
	Math Practicum (2) (Florida, Kentucky, Arkansas)	Al Granowsky	Green House
	Math Practicum Preparation (1 & 3)		Curr. Lab
	Education of Adult Students	H. Qazilbash George Eyster	106
11:00-12:00	Math Applications	Lyle Leland	105
	Comprehension I	Robert Geeslin	106
	Math Practicum (3) (Louisiana, Miss.	Al Granowsky	Green House
	Client Representation	John Martinez	107
12:00- 1:00pm	Lunch		
12:40- 1:40	Reading Practicum (1) (Alabama, Texas, New Mexico)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (2)		Curr. Lab
1:00- 2:00	Measurement and Geometry	Lyle Leland	106
	Word Attack II	Robert Geeslin	107
	Alternate Strategies in Individualized Instruction	Al Granowsky	105
1:40- 2:40	Reading Practicum (2) (Texas, Tennessee, North Carolina)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (3)		Curr. Lab
2:00- 3:00	Word Attack II (Cont.)	Robert Geeslin	107
	Alternate Strategies in Individualized Instruction (Cont.)	Al Granowskey	105
2:40- 3:40	Math Practicum Preparation (4)		Curr. Lab

			Room
2:40- 3:40 (Cont.)	Reading Practicum (3)	W. Hampton C. Grindstaff	Reading Lab
3:00- 4:00	Special Problems in Math	Lyle Leland	105
	Comprehension II	Robert Geeslin	106
	Education of Adult Students	John Peters	107
* 4:00- 5:00	Meeting with Amigos		

THIRD WEEK

Monday - August 2

9:00-10:00am	Applying and Developing a Dynamic Individualized Instruction Format in Math	Lyle Leland	105
	Math Practicum (4) (Alabama, Texas, New Mexico)	Theodore Derr	Green House Curr. Lab
	Math Practicum Preparation (5) Characteristics of Rural Adult Students	C.J. Bailey	106
	Math Practicum II (Georgia, Arkansas, Oklahoma)		Green House
9:30-11:00	Construction of Placement Inventory	Robert Geeslin	107
10:00-11:00	Math Practicum (5) (Texas, Tennessee, North Carolina)	Theodore Derr	Green House Curr. Lab
	Math Practicum Preparation (4 &6) GED (High School Equivalency)	B. Fulkerson	105
	Math Practicum II (Florida, Kentucky, Arkansas)		Green House
11:00-12:00	Applying and Developing a Dynamic Individualized Instruction Format in Math	Lyle Leland	105
	Special Problems in Reading	Robert Geeslin	107

			Room
11:00-12:00am (Cont.)	Math Practicum (6) (North Carolina, South Carolina)	Theodore Derr	Green House
	Reading Practicum Preparation (4)		Curr. Lab
	Math Practicum II (Louisiana, Miss.)		Green House
12:00- 1:00pm	Lunch		
12:40- 1:40	Reading Practicum (4) (Georgia, Arkansas, Oklahoma)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (5)		Curr. Lab
	Reading Practicum II (Alabama, Texas, (New Mexico)		Reading Lab
1:00- 2:00	Alternate Strategies in Individualized Instruction	Theodore Derr	105
1:40- 2:40	Reading Practicum (5) (Florida, Kentucky, Arkansas)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (4 & 6)		Curr. Lab
	Reading Practicum II (Texas, Tennessee, North Carolina		Reading Lab
2:00- 3:00	Selection of Math Experiences	Lyle Leland	106
	Alternate Strategies in Individualized Instruction (Cont.)	Theodore Derr	105
2:40- 3:40	Reading Practicum (6) (Louisiana, Miss.)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum II (North Carolina, South Carolina)		Reading Lab
3:00- 4:00	Characteristics of ABE Teachers	Robert Peters	105
	Client Representation	John Martinez	
* 4:00- 5:00	Meeting with Amigos		

BEST COPY AVAILABLE

Tuesday - August 3			Room
9:00-10:00am	IPI in Math	Lyle Leland	106
	Math Practicum (4) (Alabama, Texas, New Mexico)	Theodore Derr	Green House
	Math Practicum Preparation (5)		Curr. Lab
	Special Problems in ABE	Robert Peters	105
	Math Practicum II (Georgia, Arkansas, Oklahoma)		Green House
9:30-11:00	Use of Placement Inventory	Robert Geeslin	107
10:00-11:00	Math Practicum (5) (Texas, Tennessee, North Carolina)	Theodore Derr	Green House
	Math Practicum Preparation (4 & 6)		Curr. Lab
	Math Practicum II (Florida, Kentucky, Arkansas)		Green House
	Climate for Learning	B. Fulkerson H. Qazilbash	105
11:00-12:00	Diagnosis and Evaluation in Math	Lyle Leland	105
	Special Problems in Reading	Robert Geeslin	107
	Math Practicum (6) (North Carolina, South Carolina)	Theodore Derr	Green House
	Math Practicum II (Louisiana, Miss.)		Green House
12:00- 1:00pm	Lunch		
12:40- 1:40	Reading Practicum (4) (Georgia, Arkansas, Oklahoma)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (5)		Curr. Lab
	Reading Practicum II (Alabama, Texas, New Mexico)		Reading Lab
1:00- 2:00	Selection and Ordering of Math Objectives	Lyle Leland	106
1:40- 2:40	Reading Practicum (5) (Florida, Kentucky, Arkansas)	W. Hampton C. Grindstaff	Reading Lab

			Room
1:40- 2:40pm (Cont.)	Reading Practicum Preparation (4 & 6)		Curr. Lab
	Reading Practicum II (Texas, Tennessee, North Carolina)		Reading Lab
2:00- 3:00	Development of the Math Curriculum	Lyle Leland	106
2:40- 3:40	Reading Practicum (6) (Louisiana, Miss.)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum II (North Carolina, South Carolina)		Reading Lab
3:00- 4:00	Selection of Math Experiences	Lyle Leland	106
	Inservice Training for ABE Teachers	Robert Peters	105
* 4:00- 5:00	Meeting with Amigos	John Martinez	

Wednesday - August 4

9:00-10:00	Developing the Math Curriculum	Lyle Leland	105
	Auditory Screening	Robert Geeslin	
	Math Practicum (4) (Alabama, Texas, New Mexico)	Theodore Derr	Green House
	Math Practicum Preparation (5)		Curr. Lab
	Math Practicum II (Georgia, Arkansas, Oklahoma)		Green House
10:00-11:00	ABE Student Study Skill Packet	Lyle Leland	105
	Special Problems in Reading	Robert Geeslin	107
	Math Practicum (5)	Theodore Derr	Green House
	Math Practicum Preparation (6) (Texas, Tennessee, North Carolina)		Curr. Lab
	Math Practicum II (Florida, Kentucky, Arkansas)		Green House

			Room
10:00-11:00am (Cont.)	Meeting with Amigo (Louisiana, Mississippi)	Lamar Marchese	105
11:00-12:00	Special Problems in Reading	Robert Geeslin	107
	Math Practicum (6) (North Carolina, South Carolina)	Theodore Derr	Green House
	Math Practicum II (Louisianna, Miss.)		Green House
12:00- 1:00pm	Lunch		
12:40- 1:40	Reading Practicum (4) (Georgia, Arkansas, Oklahoma)	W. Hampton C. Grindstaff	Green Lab
	Reading Practicum Preparation (5)		Curr. Lab
	Reading Practicum II (Alabama, Texas, New Mexico)		Reading Lab
	Meeting with Amigo (North Carolina, South Carolina)	H. Qazilbash	106
1:00- 2:00	Special Problems in Individualized Instruction	Theodore Derr	105
1:40- 2:40	Reading Practicum (5) (Florida, Kentucky, Arkansas)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (6)		Curr. Lab
	Reading Practicum II (Texas, Tennessee, North Carolina)		Reading Lab
2:00- 3:00	Diagnosis and Evaluation in Math	Lyle Leland	105
	Writing Behavior Objectives	Theodore Derr	
2:40- 3:40	Reading Practicum (6) (Louisiana, Miss.)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum II (North Carolina South Carolina)		Reading Lab
3:00- 4:00	Selection and Ordering of Math Objectives	Lyle Leland	105

			Room
3:00- 5:00pm	Meeting with Amigos (Alabama [104], Arkansas [108], Florida [197], Georgia [108], Kentucky [107], New Mexico [106] Oklahoma [108], Tennessee [104], Texas [106])		
4:00- 5:00	Meeting with Amigos (Lousisina [105], Mississippi [105], North Carolina [303], South Carolina [303])		

Thursday - August 5

9:00-11:00am	Contingency Management	Theodore Derr	105
	Emotions and Literacy Skills as Barriers to Inservice Training	Robert Geeslin	107
	Writing Behavioral Objectives	Lyle Leland	106
11:00-12:00	Selection and Ordering of Math Objectives	Lyle Leland	105
	Writing Behavioral Objectives	Theodore Derr	106
	Evaluation and Follow-up	H. Qazilbash	107
12:00- 1:00	Lunch		
1:00- 2:00	ABE Study Study Skill Packet	Lyle Leland	105
	Evaluation of ABE Materials	Robert Geeslin	107
	Special Problems in Individualized Instruction	Theodore Derr	106
2:00- 4:00	Visual Screening	Robert Geeslin	
	Tests and Measurements in Individualized Instruction	Lyle Leland Theodore Derr	
	GED (High School Equivalency	B. Fulkerson	105
3:00- 4:00	Inner City ABE	Robert Peters	106
4.00- 5:00	Meeting with Amigos for Evaluation		

Friday - August 6			Room
9:00-10:00am	Assessment		105
10:00-12:00	Reports on State Designs		105
12:00- 1:00pm	Lunch		
1:00- 2:00	Summary	Ann Hayes	105
2:00- 3:00	Final Checks and Bon Voyage	Frank Collesano	105

Letter to State Director from Workshop

June 30, 1971

Mr. Thomas Trujillo, Director
Adult Basic Education
Department of Education
Education Building
Santa Fe, New Mexico 87501

Dear Tom:

As you know, the Morehead ABE Teacher-Trainer Workshop starts July 19, 1971. In order to help your people develop as trainers to meet the specific needs of New Mexico, we are most anxious to receive from you the answers to the following questions prior to July 19.

1. What will be the length of the ABE reading workshop(s) in the state? (The syllabi tentatively will be developed in units with suggestions for flexibility in combining and/or lengthening these units.)

2. What are the number of workshops proposed?

3. What will be the location(s) of the workshop(s)? (Because of the manner of funding for AAEC, first consideration should be given to rural areas.)

4. What are the tentatively scheduled date(s) of the workshop(s)?

5. What ABE state personnel will be trained? (Professionals? Paraprofessionals?)

6. What will be the recruitment procedures for state trainees?

7. What will be the duration of support of the trainer teams?

8. What type of support of state ABE teacher trainees will be provided? (Transportation? Housing? Stipend?)

Mr. Thomas Trujillo
Page 2
June 30, 1971

9. Will suggested materials be provided for the state workshops?

10. What are the specifics of the state design -- will the team be used as a unit, or as individuals?

11. Will there be in-class follow-up of the state workshops by the trainers?

In line with the practice begun at Morehead last year (resulting in the training of 2835 teachers in 1970-71), we shall give your answers (which we call your state design) to your participants as their workshop guide for the three-week workshop. They will plan the content and methodology of the local workshops in New Mexico in individualized reading and math instruction for adults according to your state design.

August 2, 3, 4, or 5 we would be most appreciative if you or a member of your staff responsible for ABE personnel development would come to Morehead to react to the feasibility of the plans made by your trainer team. If state monies are not available for travel, we can pick up plane fare. State directors may stay in the dorm for $2.00 a night.

Again, we are most anxious that you provide us with a state design for the use of your trainers prior to the workshop. This helps you since the workshops that are planned meet your state needs; it helps your participants because it gives them an administrative home when they get back and a structure within which to plan; and it helps us because it sets a serious and professional tone to the work of the three-week workshop.

Sincerely yours,

(Mrs.) Ann P. Hayes, Director
Morehead ABE Teacher-Trainer Workshop

APH:jr

APPENDIX C

TEXAS STATE DESIGN

Developed by

Participants from Texas

at the

Morehead ABE Teacher-Trainer Institute
Appalachian Adult Education Center

July 19 - August 6, 1971

Gwendolyn Aldridge
Olean Bell
Frances Blanks
William Gaffey
Oscar Cavazos
Betty Gray
Nancy Hagen
Henry Landers
Claude Mathis
Joseph Olivarez
Marilyn Vaughn

PREFACE

In keeping with the guidelines suggested by the Texas Education Agency ACE Division, participants of the Morehead ABE Teacher-Trainer Workshop submit the following in-service/pre-service plan for dissemination of methodology in individualizing instruction.

Although the guidelines specifically state that the Workshop content should concern individualizing instruction in reading and mathematics, we submit that there is justification for spending 50% of the workshop time on those educational concepts which are prerequisite to individualizing instruction in a specific discipline.

Such prerequisite concepts involve behavioral objectives, contingency management, placement, prescription, and application. These concepts can be best internalized through opportunity for supervised practice followed by immediate response of positive reinforcement.

This positive reinforcement can be structured into the workshops best by gearing the first half of each workshop to individualizing of instruction methodology without reference to a specific discipline. The second session is designed to build upon the knowledge of the first by providing for application of methods in the areas of reading and mathematics.

The success or failure of any adult basic education program is proportionately related to its individualization of instruction or lack of it. Our firm conviction that total individualization of instruction must become the foremost educational thrust in Texas, and our willingness to employ those training skills which have been developed during the Morehead State University Teacher-Training Workshop have led us to formulate and submit the following plan.

I. Plan A (2 night sessions of 3 hours each)
   A. First Session
      1. IPI Defined
         a. Behavioral Objectives
         b. Placement
         c. Prescribing for Individualized Instruction
         d. Application
      2. Summary
   B. Second Session
      1. ISK in Reading
      2. ISK in Mathematics

II. Plan B (1 eight-hour workshop)
   A. Morning Session
      1. IPI Defined
         a. Behavioral Objectives
         b. Placement
         c. Prescribing
         d. Application
      2. Summary
   B. Afternoon Session
      1. ISK in Reading
      2. ISK in Mathematics

BEHAVIORAL OBJECTIVES
Teacher-Training Workshops
Texas Plan

1. The teacher will demonstrate an understanding of behavioral objectives through recognizing the following characteristics in oral practice exercises:
   a. learner centered
   b. observable behavior
   c. conditions stated
   d. mastery criterion
2. The teacher will write objectives using the stated criteria.
3. The teacher will specify a discipline and write a lesson plan based on behavioral objectives.
4. The teacher will demonstrate an understanding of individually prescribed instruction through use of placement instrument.
5. The teacher will construct an informal reading inventory.
6. The teacher will write a study prescription for one student using test data provided.
7. The teacher will observe a demonstration of an individual skills kit in reading or mathematics.

SUMMARY

Tentative Texas Teacher Training Workshop Schedules

General Location	Date		
I. San Antonio, Texas Mrs. Nancy Hagen Betty G. Gray	October 16	75-100	(6 hours)
II. Lubbock, Texas Bill Caffee Marilyn Vaughn Gwen Aldridge Olean Bell	October 9	75	(6 hours)
III. Brownsville, Texas Oscar E. Cavazos Frances Blanks Joe Olivarez	October 30		(6 hours)
IV. Fort Worth, Texas Bill Caffee Clay Landers Marilyn Vaughn	November		(6 hours)
(V) Corpus Christi, Texas	?		
(VI) Houston, Texas	?		

APPENDIX C

COMMONWEALTH OF KENTUCKY

Department of Education

DIVISION OF VOCATIONAL EDUCATION

FRANKFORT 40601

August 16, 1971

Mr. George Stamper
Route #7
Hopkinsville, Kentucky 42240

Dear Mr. Stamper:

After examination of the teacher training plan so respectfully submitted by the Kentucky participants of the Morehead State University institute, the Division of Adult Education staff has developed the enclosed plan of implementation. In developing this plan, the division staff took into consideration such factors as: (1) proximity of team members to training sites, (2) minimum interference with regular school duties, and (3) covering maximum territory with minimum personnel in a limited amount of time.

Please check your training assignment and advise this office as to your availability to conduct training on the scheduled date. If you can be available to participate in additional meetings other than those assigned to you, please signify.

Please study the schedule and notify this office as to your reaction to same, no later than Tuesday, August 24, 1971.

Sincerely yours,

Ted Cook

Ted Cook, Director
Division of Adult Education

TC/jt

APPENDIX D

July 19, 1971

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
ASSESSMENT

Section I
Individualized Instruction

Which one of the following techniques would best determine the order for a student to master skill objectives?

_____ determine the major categories of behavior desired by the student for each skill.

_____ determine the prerequisite behavior for each skill.

_____ determine the modes of presentation and representation best used for student experiences with each skill.

Identify the characteristic of each of the following objectives as being primarily affective, cognitive, or psychomotor.

_____ 1. Student can type a letter without error.

_____ 2. Student can correctly select the ten symbols used in the Hindu-Arabic numeration system.

_____ 3. Student can summarize the arguments of both the defense and prosecution.

_____ 4. Student will request a revision in the prescription assigned to him.

_____ 5. Over 50% of the students will select the book: Practical Suggestions for Consumer Buying.

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Match the five operational phase terms with its respective definition.

___	Diagnose	a. Monitor the trainee for mastery of the instructional material
_____	Interview	b. Provide proper instructional pathways.
_____	Manage	c. Define the trainee's academic deficiencies.
_____	Prescribe	d. Identify that individual.
_____	Evaluate	c. Determine end results of the trainee's efforts.

Which of the following are characteristics of a good programmed instructional product. (check those that apply)

_____ is self-pacing
_____ the trainee responds
_____ instructor's requirements are stated
_____ there is immediate feedback
_____ validation data is obtained.
_____ supplementary materials are identified
_____ objectives are stated

The pre-unit test's purpose is to identify which of six skills are to be learned by the student. Which one of the following would help most in making the test concise.

_____ test the terminal behavior of the most complex skill in the unit.
_____ test the terminal behaviors of each skill.
_____ test the transitional behavior of the most complex skill in the unit.
_____ test the transitional behaviors in each skill.
_____ test key transitional behavior in each skill.
_____ test key terminal behavior of the unit.

A behavioral objective is stated in which of the following terms. (check those that apply)

_____ learner
_____ instructor
_____ steps taken to present the skill or concept
_____ steps taken to learn the skill or concept
_____ observable behavior
_____ conditions of performance
_____ mastery criterion

Identify each of the following learning experience modes by marking those that are presentation by (P) and those that are representation by (R).

_____ inductive

_____ iconic

_____ symbolic

_____ exemplar

_____ enactive

_____ deductive

Number the following list of alternative strategies for individualizing instruction in order of importance to you. Briefly explain your decision for first place:

_____ textbook centered
_____ reference centered
_____ profile instruction
_____ learning center
_____ cognitive mapping
_____ modified classroom
_____ mechanical approach
_____ computer assisted instruction

Section II
Reading

Select the best answer: circle the letter before it.

1. The placement inventory would be best used to find:

   a. what grade a student should get for the grading period
   b. which material a student should be given
   c. if a student should be in the high, middle, or low group

2. Each student should be given a placement inventory:

   a. each week
   b. every day
   c. at the beginning of the year and again at the end
   d. at the beginning of the year
   e. when he asks for one

3. Examination of the errors made by students during their placement inventories will tell a trained teacher:

   a. which words a student confuses
   b. which words a student does not know
   c. which skill areas are weak
   d. none
   e. all

4. The concept of efficient instruction demands teaching the student in his weak skill areas. The most efficient classroom organization for achieving this instruction is:

   a. whole class instruction in new skills and provision for individual differences through additional work
   b. three or four group instruction with care being taken not to allow a student ot get behind
   c. purely individualized instruction
   d. multiple-flexible groupings
   e. venn-type class divisions

5. What grade level material would you assign to a student who showed a frustration level of 6.5?

   a. 6.5 b. 6.0 c. 5.0 d. 7.5

6. A student who shows frustration on first level material should be diagnosed on:

   a. the Handedness Test
   b. the Socio-economic Scale
   c. a list of common words
   d. the second reading level

7. An audiometer can be used to test the hearing of a student

   a. at far point and near point
   b. at the loudnesses of 700, 1000, 1500 decibles.
   c. at the pitch of 30 cps (frequency).
   d. at the screening loudness of 30 decibles.

8. The best teaching method for rapid, habitual sight recognition of words is to:

   a. permit "free-reading"
   b. allow enough drill
   c. stress phonics
   d. none
   e. all

9. If a researcher said that a phonic rule, "had a utility of only 25%," he would mean that the rule would correctly apply to 25% of:

   a. the running words a student reads
   b. the different words a student reads
   c. the words to which it is supposed to apply
   d. none
   e. all

10. The most inadequate check of vision is usually done:

   a. with a telebinocular
   b. with a Snellen chart
   c. by an opthomologist
   d. with an optometrist

11. The paper which has been carefully graded then returned:

    a. allows too much elapsed time to be considered an effective reward
    b. can serve as punishment
    c. does no good unless careful, positive examination in the areas of error accompany it
    d. none
    e. all

12. The purpose of phonics instruction is to:

    a. aid students in the pronunciation of unknown words
    b. teach students the sound of letters
    c. teach students to combine sounds to make words
    d. prepare students to read the English language
    e. all

13. Phonics:

    a. is an aid for beginning readers, but loses its value in later years
    b. aids all readers, almost constantly, as they encounter unknown words
    c. aids only efficient readers
    d. taught synthetically is of greater value in word attack than phonics taught analytically
    e. all

14. Word structure elements should be introduced when:

    a. a high frequency of the element appears in the student's reading
    b. the student would profit from instruction in the element
    c. the stage of a student's development in reading is appropriate for this skill
    d. none
    e. all

15. The most important element in meeting individual differences is:

    a. grouping
    b. homogeneous classes
    c. adequate materials
    d. diagnosis
    e. ortho-syntactic analysis of interpersonal relations

16. The highest level of comprehension skill listed below is:

    a. interpretation
    b. literal understanding
    c. inference
    d. critical reading
    e. all are equivalent

17. Which of these factors should influence rate:

    a. difficulty of material combined with reader's ability
    b. purpose for reading
    c. the reader's familiarity with the topic and style
    d. none
    e. all

18. Which of the following indicates the instructional material most useful for highly individualized teaching?

    a. PI
    b. QAD
    c. ISK
    d. SQ3R

19. Which of the following is most likely to benefit students in ABE if taught to the Teacher?

    a. how to make the sounds of the letters
    b. how to find instructional levels
    c. how to use the SQ3R technique
    d. how to listen for grammatical errors

20. Context clues are used mainly to derive_____ of words.

21. Wankel is divided into syllables between _____ and _____.

22. Jeat is a _____ syllable word.

23. The syllables in patsasa are _____, _____, and_____.

24. Identify the blend and the digraph in branch. blend _____ _____. digraph _____.

25. Add the suffix ed to nes._____

26. Add the suffix ing to soqpepe._____

27. Add the suffix est to cly. _____

28. What is the symbol of the schwa. _____

29. Give a key word for the schwa sound. _____

30. Pronounce each word and indicate the silent consonant.

whole _____
hour _____
Khahi _____
Rhubarb _____
folk _____
Psychology _____
island _____

31. One use of an ISK is for teaching:

a. remedial skill development
b. remedial reading
c. remedial phonics
d. none of these
e. all of these

32. One main reason for making ISKs is

a. to make non-consumable materials.
b. to individualize reading.
c. to provide extensive skills exercises at a variety of levels.
d. to use up materials.
e. all of these

33. An ISK should

a. be extensive.
b. have a format conducive to individualized instruction.
c. be adult oriented in content.
d. all of these
e. none of these

34. An ISK sample index for grade level one would not include

a. word patterns.
b. finding the main idea.
c. using propoganda techniques.
d. all of the above
e. none of the above

35. One material that has a format conducive to use in ISK construction is

a. SRA Lab Ia.
b. Reader's Digest Adult Series.
c. Springboards to Reading.
d. Words in Color.
e. Mott 300 A.

36. Materials that have a format conducive to ISK construction are:

a. SRA Lab Ia and Reader's Digest
b. Mott 300 A and Steck-Vaughn Building Word Power
c. Barnell Loft's Using the Context and Sullivan Programmed Reading
d. a & b above
e. b & c above

37. In constructing ISK kits, the reason for using acetate is

a. to make more consumable materials.
b. to make durable materials.
c. to make flash cards.
d. all of the above
e. none of the above

38. Rank the following items in order of their occurrence in development of an effective reader:

Appreciative reading
Word knowledge
Inferential reading
Purposeful reading
Word recognition
Reference use
Evaluative reading
Literal comprehension

39. Give the associations that exist between the following and the skills of reading:

Purposeful

Linguistic guessing-game

Anticipatory set

Thinking

Recall

Reaction

Maps

Graphs

Tables

Charts

Concept Density

Skimming

Scanning

Studying

AQ3R

Meaningfulness

40. Use the following terms in an explanation of how reading comprehension is taught:

instructional level	model
purpose	feedback
relevance	response

41. Choose two of the 6 materials listed below and explain their function in the ABE reading program:

Specific Skills Series
Dimensions in Reading
Reading Development Kits
ISK
Programmed Reading
Study Skills Library

42. How would a class using the above material differ markedly from a class using the following:

Success in Reading
Be a Better Reader
My Country
Basic Science for Daily Living

43. Which of the following would most likely contribute to improved reading comprehension (explain your choice):

Grammar
Social Studies
Civics
Coffee Break
Inquiry
Role Playing

44. Of which type is that information processing known as reading comprehension:

A. Grapho-phonic
B. Syntactic
C. Semantic
D. Digital
E. Tachistascopic

Please list in order of preference the teacher-training materials you would need to purchase for a three-day workshop; suppose you must order the most vital material first (for example, as if you were to receive funds for the second item only if the first were judged adequate by a panel of experts; etc.)

I. Soft ware:

II. Highly Individualized, Unoffensive Children's Material:

III. Hardware:

Section III
Math

1. Using words, write how the following numeral would be read:

   27,106 -
   35.48 -

2. Using the symbols $<$, $>$, and $=$, make the following statements true:

   $35 + 19 \quad 6 \times 9$
   $7/8 \quad 5/6$

3. Underline the prime numbers that follow:

   1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

4. Circle the equivalent to 2/3:

   3/4, 1/2, 6/9, 3/2

5. Match each of the following mathematics expressions with the type of notation:

   _____ 5^3 — a. expanded notation
   _____ $1.2 \times 10^4 + 6 \times 10^5$ — b. scientific notation
   _____ $600 + 30 + 7$ — c. exponential notation

6. Circle the literal numbers in the third term of the following expression:

   $3x^3 + 9xy - 7y^2 + 2$

7. What is the coefficient for x? _____

8. Underline the value equal to $\sqrt{21}$:

   (3, 7) $3\sqrt{7}$ $4\sqrt{5}$ $(21)^{\frac{1}{2}}$ $(21)^{-2}$

9. Circle the symbol that means the set of all elements contained in the intersection of sets A and B:

   $\in . \cap . \cup . \{\} . \phi$

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10. Solve the following:

    .504 ÷ .84 = _____

    1/2 ÷ 2/3 = _____

    6% of _____ = 282

    $\frac{6 - (4 + 8)}{2}$ = _____

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11. The factors for $x^2 + 7x + 12$ are _____.

12. List the elements that are contained in the intersection of sets A and B.

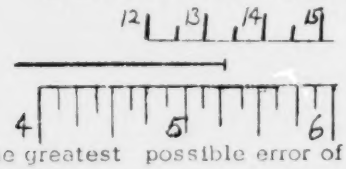
    A = {1, 3, 7, 9} B = {1, 2, 4, 7, 8} {_____}

13. How many cubic feet of space are there in a box 3 feet long, 18 inches wide, and 8 inches high?

    _____

14. How long is the object whose end is shown between the two linear scales below?

    to the closest 1/8 inch _____
    to the closest 1/2 centimeter _____

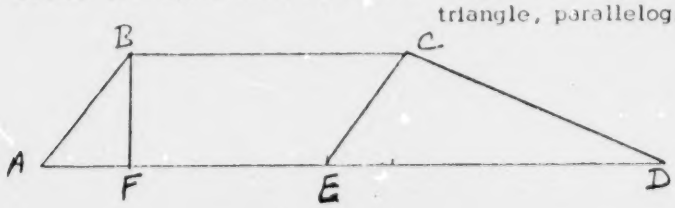


    What is the greatest possible error of measurement of the bottom scale? _____

15. Find the area of figure ABCE. _____

    Find the area of figure CDE. _____

    Circle the figure name for ABCD: square, rectangle, rhombus, trapezoid, triangle, parallelogram.



$\overline{AD}$ = 25 inches

$\overline{BF}$ = 4 inches

$\overline{AB}$ = $\overline{CE}$ = 6 inches

$\overline{BC}$ = $\overline{AE}$ = 12 inches

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16. Match the symbol with the term.

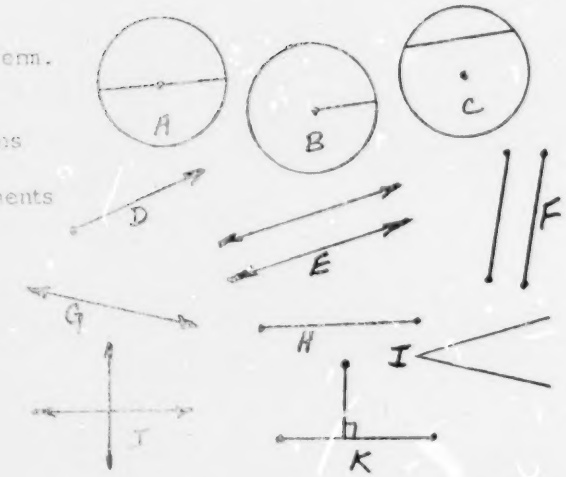
_____ perpendicular lines

_____ parallel line segments

_____ ray

_____ chord

_____ diameter



17. The Rose family made a trip to visit relatives. For the first 1/4 of the trip they averaged 50 mph, and for the rest of the trip, on the expressway, they averaged 60 mph. They averaged 20 miles to the gallon at the slower speed and 18 miles to the gallon at the higher speed. How long did it take the Roses to travel the 200 miles?

_____

18. A baseball team played 147 games during the season. They lost 15 more than they won. How many games did they win?

_____

19. A washing machine is priced at $376. The model change-over sale reduces the price 25%. With a 4% sales tax, how much will Mrs. Hayes pay for the machine?

_____

20. A cookie recipe calls for 4 ounces of walnut meats and 1/3 cup of light corn syrup. Only 3 ounces of nuts were available. How much syrup should be used?

_____

21. The utility pole setting crew was to install a guy wire from a point on the pole 24 feet from the ground to a point on the ground 18 feet from the pole. How long was the guy wire?

_____

Section IV
ABE

1. List 5 public service agencies that might serve the needs of ABE students.

_____

_____

_____

_____

_____

2. How do rural ABE students differ from urban ABE students? Circle the letters before statements you consider correct.

a. Rural ABE students have more transportation problems.
b. Rural ABE students are more likely to live in an extended family.
c. The position of the women tends to be different in the two groups.
d. There are more urban ABE students.
e. The health of rural ABE students is worse.
f. There are more job opportunities for urban ABE students.
g. There are more public service agencies available to urban ABE students.
h. Rural ABE students have more adequate welfare funds available to them.

3. What are the levels in Maslow's Hierarchy of Human Needs?

_____

_____

_____

_____

_____

4. Briefly discuss the differences between middle-class adults and ABE students.

_____

_____

_____

_____

_____

_____

_____

5. It is appropriate for ABE teachers to engage in the interviewing and counseling of their students.

_____ True

_____ False

6. List 5 personal habits or attitudes needed to hold a job.

_____

_____

_____

_____

_____

7. ABE students take _____ to _____ times as long to learn a given amount than other adult students.

8. ABE students require _____ to _____ times more repetition of instructions than other adult students.

9. The lecture method
_____ always
_____ sometimes
_____ practically never
may be used effectively with ABE students. Check one.

10. All/part of adult intelligence declines/grows with age. Circle correct choices.

11. Adults learn faster/slower than children. Circle correct choice.

12. Individualized instruction
_____ is always
_____ sometimes
_____ never
effective in teaching English as a second langauge. Check one.

13. List the five (5) subsections of the GED.

_____

_____

_____

_____

_____

14. The most important area to be studied in preparing for the social studies portion of the GED is

_____ U. S. History
_____ Critical reading
_____ sociology
_____ civics

15. The appropriate reading level for students to begin to prepare for the GED is _____.

16. ABE students are not able to make judgements concerning curriculum offerings.

_____ True

_____ False

17. ABE students are capable of advising administration on ABE program development.

_____ True

_____ False

18. List three (3) physical factors that can interfere with adult learning.

_____

_____

_____

19. It is appropriate to spend ABE staff time following up absenteeism.

_____ True

_____ False

20. It is not appropriate to spend ABE staff time following up ABE graduates.

_____ True

_____ False

21. ABE students can/cannot teach as much as ABE teachers. Circle correct choice.

22. What makes an effective ABE teacher?

_____

_____

_____

_____

_____

23. The literacy skills of ABE teachers do/do not need to be considered in developing inservice training. Circle one.

24. ABE teachers-in-training do/do not need a practical experience in applying theory in order to change their behavior with their students. Circle one.

25. The most effective means of recruiting ABE students is _____

_____.

26. The physical environment for learning affects adults' achievement.

_____ True

_____ False

27. Adults should be taught using whole-to-part/part-to-whole systems or methods. Circle correct one.

28. Rural ABE teachers have/do not have many opportunities to upgrade themselves professionally. Circle one.

APPENDIX E

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky
July 19 - August 6, 1971

State	Participants	Training Slots Assigned by USOE
1. Alabama	8	7
2. Arkansas	5	5
3. Florida	2	8
4. Georgia	10	8
5. Kentucky	10	10
6. Louisiana	14	8
7. Mississippi	6	5
8. New Mexico	2	2
9. New York	1*	0
10. North Carolina	15	13
11. Oklahoma	3	5
12. South Carolina	5	5
13. Tennessee	9	10
14. Texas	11	14
Total	101	101

*Not Stipended

APPENDIX F

ABE TEACHER-TRAINER WORKSHOP EVALUATION
Appalachian Adult Education Center
Morehead State University
July 19 - August 6, 1971

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	Excellent	Adequate	Fair	Inadequate
1. Was the promotion effective?	37	35	9	4
2. Did the participants understand what was expected of them?	10	43	23	11
3. Were the meeting facilities adequate?	20	42	19	7
4. Were the dining and housing facilities adequate?	31	35	14	8
5. Was registration handled effectively?	47	37	4	0
6. Were helpful study materials made available?	56	27	4	1

COMMENTS:

7. Were the general sessions:				
a. Relatively free from distractions?	23	37	18	10
b. Characterized by good physical arrangements?	17	38	26	6
c. Made meaningful by clear presentations?	29	31	21	4
d. Appropriate in length and number?	20	39	19	8
e. Clear as to goals and purposes?	22	37	25	5
f. Effective as to the use made of educational techniques, subtechniques, and aids?	36	40	7	2

COMMENTS:	Excellent	Adequate	Fair	Inadequate
8. Were the small groups:				
a. Made up of persons who:				
(1) Had common interests?	31	28	14	4
(2) Could work together?	36	35	6	0
(3) Were similar in backgrounds?	16	34	16	2
b. Adequate as to physical arrangements?	31	45	7	4
c. Well conducted?	40	40	6	0
d. Staff with the appropriate resource persons?	51	32	2	1
e. Clear as to their goals and task?	38	36	11	1
f. Appropriate as to:				
(1) Frequency of meeting?	28	47	10	1
(2) Length?	21	42	13	2
g. Effective as to the use made of educational techniques, subtechniques, and aids?	34	42	9	2
COMMENTS:				
9. Were the discussion, practice, or work groups:				
a. Well conducted?	37	34	12	2
b. In suitable surroundings?	29	41	11	2
c. Clear as to their:				
(1) Task?	25	47	[illegible]	1
(2) Responsibilities to the total group?	24	42	.2	4

	Excellent	Adequate	Fair	Inadequate
d. Appropriate as to:				
(1) Length?	23	48	10	2
(2) Frequency of meeting?	21	51	11	1

COMMENTS:

10. Did the coordinator and staff:				
a. Carry out responsibilities?	70	11	3	2
b. See that the group was well oriented?				
(1) Prior to arrival?	36	25	18	6
(2) After arrival?	46	29	6	2
c. See that schedules were met?	53	27	6	2
d. Properly instruct the resource persons?	49	30	3	2
e. Help the participants to learn?	56	24	3	3
f. Remain flexible and able to make adjustments to aid learning?	61	16	6	2

COMMENTS:

11. Did the resource people:				
a. Understand their responsibilities?	45	35	3	1
b. Understand the techniques they were involved in?	39	39	6	1
c. Use understandable language?	40	37	6	2
d. Use helpful examples?	40	35		2
e. Remain available for consultation?	55	21	5	3
f. Present information clearly and effectively?	34	39	10	1

	Excellent	Adequate	Fair	Inadequate
COMMENTS:				
12. Did the participants:				
a. Make advance preparation?	11	40	26	5
b. Make use of their opportunities for learning?	21	51	12	0
c. Attend meetings on time?	26	39	12	6
d. Cooperate with the coordinator and the resource persons?	41	39	4	1
COMMENTS:				
13. What was accomplished:				
a. Was useful information presented in the general sessions?	52	24	8	2
b. Did the participants show evidence of having acquired information, new viewpoints, or of having changed attitudes?	42	35	6	2
c. Was progress made toward the goals?	46	33	5	1
d. Have problems or needs emerged which point toward further study or action?	33	40	9	0
e. Was there evidence of willingness to accept responsibility for further study or action?	46	33	5	0
TOTAL	1,775	1,787	524	141
COMMENTS:				

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APPENDIX G

APPALACHIAN ADULT EDUCATION CENTER
MOREHEAD STATE UNIVERSITY

Date_____

ADULT BASIC EDUCATION
PARTICIPANT INFORMATION FORM

Teacher Trainer_____

Place of Training_____

1. Name_____
(Last) (First) (Middle)

2. Address_____
(Street) (City) (State) (Zip)

3. Sex: Male_____ Female_____ Age_____

4. Marital Status: Married____ Single____ Divorced____ Widowed____
Separated____

5. A. Are you now employed in any role in the Adult Basic Education Program under the Adult Education Act of 1966? Yes____ No____

B. Are you now employed in any role in any other program offering basic education to adults (such as OEO, MDTA, WIN, Corrections, etc.)? Yes____ No____

6. Present Full-Time Employer_____

Position Title_____ Years of Teaching Experience _____

7. Length of Adult Basic Education experience None_____

Part-Time___ Years___ Months___

Full-Time___ Years___ Months____

8. Average hours worked per week in Adult Basic Education_____

9. In the next 12 months, do you expect to spend this same amount of time on ABE, or will your involvement with ABE increase, or will it decrease?

decrease____ increase____ uncertain____ same amount of time____

10. A. Name of ABE employer_____

B. Address of employer_____
(Street) (City) (State) (Zip)

AAEC 8-23-71

11. Major duties: Indicate the two most important duties by marking them 1 and 2 in boxes.

____A. Teach basic education
____B. Teacher training
____C. Curriculum development
____D. Paraprofessional training
____E. Teach English as a second language
____F. Teach reading
____G. Administration
____H. Counseling
____I. Educational television
____J. Higher education teacher training

12. Type of area where you serve:

____A. Urban (above 100,000)
____B. Urban (25,000 - 100,000)
____C. Urban (10,000 - 25,000)
____D. Rural

13. Target population you serve (mark appropriate box).

____A. Migrants
____B. Non-English speakers
____C. Deaf
____D. Prisoners
____E. Appalachia
____F. American Indians
____G. Inner-City

14. A. Highest level of formal education attained: _____

B. Major Fields_____ C. Dates_____

15. Previous Adult Basic Education Institutes or related course work:

Name of Institute or course	Location	Dates

16. Previous reading course work:

Name of course	Location	Dates

17. Previous math course work:

Name of course	Location	Dates

Signature of Participant_____ Date_____
Month Day Year

APPENDIX H

July 18, 1971

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MOREHEAD ABE TEACHER-TRAINER WORKSHOP
July 19 - August 6, 1971
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky

1. Gwendolyn Aldridge
1603 Andrews Drive
Wichita Falls, Texas 76301

2. Joan Aldridge
P.O. Box 275
Moulton, Alabama 35650

3. Edwin Archer
RFD 1
Limestone, Tennessee 37681

4. Amanda Atkins
1710 High Street
Little Rock, Arkansas

5. Manuel Baca
706 Catalina Court
Las Vegas, New Mexico 87701

6. Lucille Bailllo
133 East Cherry Street
Opelousas, Louisiana 70570

7. Archie Bardes
504 Meadecrest Drive
Knoxville, Tennessee 37919

8. Lois Baremore
621 Dodd Drive
Shreveport, Louisiana 71107

9. Olean Bell
602 Bee Drive
Wichita Falls, Texas 76301

10. Frankie Sue Best
Cliff, Kentucky 41613

11. Floyd Bishop
138 Lindsey Drive
Laurel, Mississippi 39440

12. Maynard Blackard
P.O. Box 252
Muldrow, Oklahoma 74948

13. Molene Blackwell
204 Jean Street
Houma, Louisiana 70360

14. Frances Blanks
905 Ohio Street
Corpus Christi, Texas 78404

15. Hilman Boudreaux
Route 1, Box 438
Opelousas, Louisiana

16. Barbara Bright
916 Dillon Street
Reidsville, North Carolina 27320

17. Frank Brinkley
404 DeMoss Street
Gallatin, Tennessee 37066

18. Walter Brown
Route 3, Box 80
Hanceville, Alabama 35077

19. William Caffey
1103 Avenue G
Abernathy, Texas 79311

20. Oscar Cavazos
525 West Adams Street
Brownsville, Texas 78520

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21. Edward Clary
Route 1, Box 433A
Warrenville, South Carolina 29851

22. Everlena Clayborn
3210 North 18th
Little Rock, Arkansas 72204

23. Hester Cole
111 Inglewood Drive
Monroe, Louisiana 71201

24. Sister Catherine Concannon
Box 476
Demorest, Georgia 30535

25. Gertrude Coulter
P.O. Box 73
Lepanto, Arkansas 72354

26. Sara Crowe
2303 Monroe Street
Gadsden, Alabama 35901

27. Marilyn Cullum
3413 - 49th Court
Meridian, Mississippi 39301

28. Dean Daigle
Route 1, Box 47
Egan, Louisiana 70531

29. Bobby Davis
417 Shady Lane
Pontotoc, Mississippi 38863

30. John Dawes
P.O. Box 985
Roxboro, North Carolina 27573

31. Morris Donald
3127 Valleywood Place
Charlotte, North Carolina 28216

32. Benito Duran
1112 South Plata Circle
Santa Fe, New Mexico 87501

33. Hubert Edwards
Golfview Terrace
Lebanon, Kentucky 40033

34. Elizabeth Ferris
701 East Blue Ridge Road
East Flat Rock, North Carolina 28726

35. Idus Fielder
RFD # 3
Greenbrier, Arkansas 72058

36. Altobelle Flanders
726 Ashburton Drive
Fayetteville, North Carolina 32301

37. Van Essie Florence
1879 Gola Drive
Fayetteville, North Carolina 28301

38. Laura Grady
420 Nelson Street
Durham, North Carolina 27707

39. Betty Gray
419 Pecan Grove, Apt. 220
San Antonio, Texas 78222

40. Harold Green
103 Elizabeth Street
Bamberg, South Carolina 29003

41. Lula Greene
111 Wood Street
Fort Valley, Georgia 31030

42. Sister Theresina Greenwell
St. Catherine, Kentucky 40061

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43. Clara Gunn
1108 Lindsey Street
Reidsville, North Carolina 27320

44. Nancy Hagen
2602 Tillie
San Antonio, Texas 78222

45. Gordon Harris
615 Ewing Street
Jackson, Mississippi 39203

46. Ernest (Jack) Haynes
1100 Bob Wallace Ave., SE
Huntsville, Alabama 35801

47. Rosboro Hendrix
209 North 17th Street
Arkadelphia, Arkansas 71923

48. Fred Herrington
RR 3, Box 238
Cynthiana, Kentucky 41031

49. Douglas Howard
P.O. Box 427
Gaffney, South Carolina 29340

50. Ernestine Johnson
103 Wood Street
Fort Valley, Georgia 31030

51. Otto Johnson
1912 Trentwood Place
Charlotte, North Carolina 28216

52. Bertha Joubert
101 Albertha Street
Opelousas, Louisiana 70570

53. Robert Kimbrough
501 Milner Street
Greenville, Alabama 36037

54. Robert King
2430 Reeves Circle
Milledgeville, Georgia 31061

55. Jean Kling
400 College Street
Enterprise, Alabama 36330

56. Henry Landers
Box 326
Collinsville, Texas 76233

57. Roland Lassere
624 Yetta Avenue
Harvey, Louisiana 76058

58. Harold Lawrence
P.O. Box 318
Talihina, Oklahoma 74571

59. Carl Leisure
Route 3
Hartford, Kentucky 42347

60. L. Lamerle Lewis
Route 4
Cleveland, Georgia 30528

61. Frances Looney
Route 1
Sparta, Tennessee 38583

62. Ollie Luster
P.O. Box 97
Hillsboro, Alabama 35643

63. Claude Mathis
201 East 11th Street
Austin, Texas 78701

64. Loudean McCollum
Route 4
Cleveland, Georgia 30528

65. Edna McDuffie
1706 Wellons Drive
Fayetteville, North Carolina 28304

66. Mary (Paige) Oakley
901 Semora Rd.
Roxboro, North Carolina 27573

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67. Doris Odom
Star Route, Box 228
Princeton, Louisiana 71067

68. Joseph Olivarez
1102 East Madison
Brownsville, Texas 78502

69. Essie Mae Patterson
519 Langley Street
P.O. Box 543
Abbeville, South Carolina 29620

70. Florence Payne
P.O. Box 9158
Panama City Beach, Florida 32401

71. James Piercey
53 Duncan Drive
Jackson, Tennessee 38301

72. Icis Plymale
Box 371
Owingsville, Kentucky 40360

73. Allen Poe
Route 1
Shannon, Mississippi 38868

74. Myrtle Price
801 Grove Street
Fayetteville, North Carolina 28301

75. Shirley Richardson
P.O. Box 105
Suutee, Georgia 30571

76. Florence Riley
Route 2, Box 279
Sallis, Mississippi 39106

77. Janet Roark
P.O. Box 267
Franklin, Kentucky 42134

78. Theodore Schilling
536 Day Drive
Baker, Louisiana 70714

79. Donald Scott
Star Route 2, Box 61
DeRidder, Louisiana 70634

80. Mattie Shanklin
158 Caldwell Street
McKenzie, Tennessee 38201

81. Ocee Simmons
213 Lamar
Fort Valley, Georgia 31030

82. Laudine Smith
515 Lee Street
Alexandria, Louisiana 71301

83. Thelma Smith
1017 Lyle Street
Reidsville, North Carolina
27320

84. Eleanor Smotherman
1005 Main Street
Carthage, Tennessee 37030

85. Ruby Spear
410 Sixth Street
Lawerenceburg, Tennessee 38464

86. George Stamper
Route 7
Hopkinsville, Kentucky 42240

87. Betty Stansel
Route 3
Cleveland, Georgia 30528

88. Lucile Stevenson
304 Pine Hill Road
Orangeburg, South Carolina
29115

89. Homer Tow
316 Reams Avenue
Roxboro, North Carolina 27573

90. Marilyn Vaughn
4704 Alamo Drive
Witchita Falls, Texas 76302

91. C. Kenneth Villemarette
106 Alabama Road
Lafayette, Louisiana 70501

92. Roberta Warren
Route 4, Box 70
Sparta, Tennessee 38583

93. Charles Wetzel
Van Lear, Kentucky 41265

94. Catherine White
9 Amherst Court
Huntington, New York 11743

95. Johnie Williams
815 West Brilliant Street
P.O. Box 543
Frederick, Oklahoma 73542

96. Paula Winter
500 Appleyard Drive
Tallahassee, Florida 32304

97. Bonnie Wise
1606 Fort Avenue
Muscle Shoals, Alabama 35660

98. Spencer Wynne
201 West Weaver Street
Durham, North Carolina 27707

99. Sister Kathleen Alice Zanlo
1230 Main Street
Williamsburg, Kentucky 40769.

100. Margery Zerko
414 Duncan Avenue
Perry, Georgia 31069

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APPENDIX H

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STAFF FOR WORKSHOP

George W. Eyster is the Director of the Appalachian Adult Education Center at Morehead State University. Mr. Eyster has a background in adult education, parent education, community school organization, and military education, as well as elementary, secondary, and special education. He received his B.S. and M.S. from the University of Michigan, M.A. from Eastern Michigan University, Specialist in adult education from Michigan State University, and has a Ph.D. (pending) from the University of Michigan. He served as Amigo to Texas and New Mexico and as a resource person in ABE.

Ann P. Hayes is the Director of the Morehead Adult Basic Education Teacher-Trainer Workshop and Evaluation Specialist of the AAEC. Mrs. Hayes has a background in reading and adult education. She received her M.A. in adult education from the University of Chicago. She served as Amigo to Arkansas, Georgia, and Oklahoma.

N. Harold Rose is Chairman of the Department of Adult and Continuing Education, Coordinator of the Morehead Adult Basic Education Teacher-Trainer Workshop and Research Administrator of the AAEC. Dr. Rose received his Ph.D. in adult education from Florida State University. He served as Amigo to Florida and Kentucky and as a resource person.

Charles J. Bailey is Training Specialist for the AAEC. Mr. Bailey received his B.A. and M.A. in secondary education and in adult and continuing education from Morehead State University. He served as Amigo to Alabama and Tennessee and as a resource person in ABE.

Frank J. Collesano is Administrative Assistant and Business Manager for the Workshop and the AAEC. Mr. Collesano received Master's degrees in business education and adult education from Morehead State University.

Theodore Derr is Research Assistant in Curriculum Development for Research for Better Schools. He received his M.A. in curriculum development from Temple University. He served as a resource person in individualized instruction and the math practicum.

Brenda Fulkerson is the Director of the Adult Learning Center at Morehead State University. Miss Fulkerson received her Bacherlor's degree from Western Kentucky State University.

Carol Geeslin served as an instructor in reading for the Workshop. She is an educational consultant. Mrs. Geeslin received her M.A. in elementary education from Florida State University and has had graduate work and experience in reading, adult education, and teacher training.

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Robert Geeslin was the full-time reading consultant for the Workshop. He is director of Educational Consultants, Thomasville, Georgia. Dr. Geeslin received his Ed. D. in reading from Florida State University and has a background in learning theory and adult basic education materials development.

Alvin Granowsky received his Ed.D. in reading from the University of Pennsylvania. Dr. Granowsky is Research Associate in the National Network Division of Research for Better Schools. He served as resource person in individualized instruction and the math practicum.

Colleta Grindstaff served as an instructor for the Workshop reading practicum. She is Coordinator of the Reading Laboratory of Morehead State University. Mrs. Grindstaff received her M.A. in reading from East Tennessee State University.

William C. Hampton served as an instructor for the Workshop reading practicum. He is Director of the Reading Department of Morehead State University. Dr. Hampton received his Ed. D. in reading from the University of Kentucky.

Lyle Leland was the full-time math consultant for the Workshop. He is Curriculum Specialist for the Southern Nevada Manpower Training Center. Mr. Leland received his Master's from the University of Wisconsin in Science and Education.

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Lamar V. Marchese is Media Specialist for the AAEC. Mr. Marchese has a background in radio, television, Job Corps, and Head-start. He received his B.A. from the University of South Florida and has his M.A. from the University of Florida in radio and television. He served as Amigo to Louisiana and Mississippi.

Anita Martin served as a trouble-shooter for the Workshop. She is a consultant in adult education. Dr. Martin received her Ph.D. in adult education from Columbia University.

John Martinez was staff associate and resource person in ABE for the Workshop. Mr. Martinez received his B.A. from Texas Technology College and has graduate work at Sul Ross State College and Morehead State University.

Jerry Patterson served as a resource person in individually prescribe instruction for the Workshop. Mr. Patterson is Pre-Vocational Analyst Writer for the Technical Education Research Center, Montgomery, Alabama. He has done graduate work in guidance and counseling at the University of Alabama at Birmingham.

Robert Peters was an instructor in ABE at the Workshop. Dr. Peters received his Ph.D. in adult education from Ohio State University. He is a member of the Guidance and Counseling faculty at Morehead State University.

Husain Qazilbash is Curriculum Specialist for the AAEC. Dr. Qazilbash has his experience in adult education and research on Appalachian mountain dialects. He received his Ph.D. in adult education from Florida State University. He served as Amigo for North Carolina and South Carolina and as a resource person in ABE.

Ethel Schmitt served as planning committee member and resource person in individualized instruction for the Workshop. Miss Schmitt is Chief of Curriculum Development for Individualized Learning for Adults for Research for Better Schools. She received her M.A. in educational psychology from New York University.

Donna Seay was a resource person in individualized instruction for the Workshop as well as planning committee member. She is Project Director, Technical Education Research Center, Montgomery, Alabama. Mrs. Seay has her B.S. from Auburn University and M.A. from the University of Alabama.

Carl Stout was the Recreation Director and Counselor for the Workshop. Mr. Stout is a member of the Health, Physical Education, and Recreation faculty at Morehead State University. He received his M.A. in recreation from Indiana University.

Van Youngman served as keynote speaker on individualized instruction for the Workshop. Dr. Youngman holds an L.L.D. from Dickinson School of Law. He is Coordinator of ABE for Research for Better Schools.

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William Phillips represented the U.S. Office of Education, Department of Health, Education, and Welfare. Mr. Phillips is Regional Program Officer for Adult Education in USOE Region IV in Atlanta.

The following persons represented the thirteen state departments of education at the Workshop.

Alabama	Norman Parker
Arkansas	William Keaton
Florida	Eloise Berry
Georgia	Frary Elrod
Kentucky	Ted Cook
Louisiana	Robert Boyet
Mississippi	Bonnie Hensley*
New Mexico	Ester Shoemaker
North Carolina	Leonard Lillie
Oklahoma	Mattie Harrison
South Carolina	Ken East
Tennessee	Charles Holt
Texas	Harry Seaman

*Conference phone